

PART III

SUMMARY STATEMENT

With the exception of a small directional sign on the main road that identifies Glengary Elementary School, most people would never know that a school exists within this charming neighborhood, located in Walled Lake, Michigan. When you do make your way to the end of Woodbury Drive, you see an older but distinguished school that has received renovations. The exterior, while neat and clean, is typical of many schools built in the late 1940's. However, upon entering the doorway, the school is anything but typical. A large, colorful mat covers the entrance and welcomes all who enter into Gator country. A television monitor is located in the main hallway to broadcast student-led newscasts and other key school events. Vibrant bulletin boards showcase school and community activities and achievements. Student projects and artwork brighten the hallway walls. In short, visitors will know that Glengary Gators are alive and well with 21st Century technology, a highly trained and competent staff, and a parent support group that rivals all others in the District.

We are one of 14 elementary schools in our District. Over 14,000 students are housed in 21 buildings, which include 4 middle schools, 2 high schools, and an alternative high school. Currently we educate and care for 445 first – fifth grade students. We are proud that we have an average daily attendance of 96%. Glengary's enrollment is actually well over 515 when you account for the kindergarten program, which is off-site due to the large student population in the Glengary attendance area. Glengary supports 4 square miles in an area that is one of the two highest growth areas in the Walled Lake Consolidated School District (WLCSD). The growth is largely the result of a boom in area home building over the past five years. We have gone from being a small, rural neighborhood with some lakefront cottages, to a year round community of homes with a wide variety of market values. This growth has brought Glengary new opportunities such as increased parent involvement, and new challenges like maintaining a "small family" climate with such a large, diverse student population.

The Glengary PTA has helped us face these challenges and capitalize on the opportunities. The school averages 250 volunteers a year to run and support student and family activities such as back to school ice cream social, Fall Fundraiser, Fall Fair, Market Day sales, Variety Show, and Silent Auction. PTA Membership is very high with 100% of staff and more than 90% of families participating each year.

Our mission statement is the foundation that guides us to ensure that all students succeed in an ever-changing world. The Glengary staff is dedicated to providing a positive, well-rounded learning experience for students. This dedication has resulted in accreditation from the North Central Association–Outcomes Endorsement (NCA-OE). The process began in 1995 when the following three target goals were established: 1. All students will improve in their ability to be effective communicators through writing; 2. All students will improve in their ability to apply mathematical problem-solving strategies to real life situations; 3. All students will improve in their ability to be responsible as learners and as students. Through the hard work and dedication of the Glengary staff, NCA-OE accreditation was achieved in 2000.

Glengary is proud to have a staff who is continually participating in ongoing education. From research based educational training, to formal graduate level courses, Glengary teachers participate in at least 18 hours of educational sessions per year. At Glengary, students come first and this additional training enhances our expertise which enables us to implement the latest teaching tools and strategies.

The old saying "don't judge a book by its cover" holds true at Glengary. Our cover may appear old and worn, but our inside is anything but. We are fresh with ideas for learning, we are alive with families from all walks of life, and we are rich with knowledgeable teachers and dedicated staff who bring the latest teaching tools and resources to the students of Glengary.

Part IV

VISION/MISSION STATEMENT

Glengary Elementary School launched an ambitious school improvement process during the 1994-95 school year. The Glengary staff adopted the North Central Association-Outcome Endorsement (NCA-OE) process and became a candidate for NCA-OE accreditation in 1995. Glengary received exemplary NCA-OE accreditation status during the spring of 2000. As part of this process the staff adopted the following mission statement that continues to provide a vision for our school and community:

“Glengary Elementary staff, together with families and community, will provide a safe and caring learning environment so that all students will develop positive self-esteem, achieve success, respect individual differences, and adapt to an ever changing world.”

A student and school profile was developed. Information was collected and analyzed from this profile to help the staff identify cognitive and affective areas that needed improvement. Using information from the student profile and applying the collaborative shared-decision making model, the Glengary staff developed the following three target goals, two cognitive and one affective:

I. Writing Target Goal

All students will improve in their ability to be effective communicators through writing.

II. Mathematics Target Goal

All students will improve in their ability to apply mathematical problem-solving strategies to real life situations.

III. Responsibility Target Goal

All students will improve in their ability to be responsible as learners and as students.

PART V LEARNING -CENTERED SCHOOLS CRITERIA

A. Student Focus and Support

A1. How would you describe your student population? What are your students' needs? How do you assure that the needs of all students are met? Glengary Elementary sits on a wooded cul-de-sac at the end of a quiet, residential street. At first glance, it may appear worn and old, but upon closer inspection, pride, love and care are evident in the well-maintained gardens and updated facilities. The PTA purchased a new welcome mat that features the school mascot and motto "Learning Today, Leading Tomorrow." As you open the doors, multicultural and community bulletin boards highlight events and proudly display photographs and artwork. A television/monitor is strategically placed in the foyer where a student-run program for morning announcements, special programs and presentations can be viewed throughout the day.

Each child at Glengary is unique. The students who attend Glengary Elementary come from a wide variety of economic backgrounds, comprised mainly of middle class families with two working parents. Although Glengary students are predominantly Caucasian, a small number of ethnically diverse students are beginning to enroll (Part II).

We take pride in meeting our students' needs by using a variety of ways to pinpoint each child's strengths and weaknesses. In the early grades, 1st – 2nd teachers use the Michigan Literacy Progress Profile (MLPP), Marie Clay's Observation Survey (OS), Joetta Beavers' Developmental Reading Assessment (DRA), and classroom performance to observe children's literacy levels. Challenging, developmentally appropriate instruction is then formulated according to their needs. The California Achievement Test (CAT), Test of Cognitive Skills (TCS), Michigan Educational Assessment Program (MEAP), Select Passages (a comprehension tool for literacy), and classroom performance help determine instruction in grades 3rd-5th.

Target Teach was recently implemented in our District to assist with the management of curriculum alignment and Benchmark Unit Assessment (BUA). Target Teach is a research based instructional management software assessment program created by Evans Newton, Inc. Fourth grade, fine arts, and physical education teachers are implementing the assessment program at Glengary. The assessment instrument provides teachers with a common measurement of our students' knowledge of the District's benchmarks that are aligned with the District's curriculum. Assessment data generated from these various reports help our teachers identify student needs and provide a baseline so teachers can re-teach and deliver the instruction in a variety of ways. This gives all students the opportunity to master the District curriculum standards.

Emotional and social needs are equally important at Glengary. Inside the little nooks and crannies of our school, individuals offer support in a multitude of ways. Quiet acts of kindness such as staff visitation and meal preparation for a family whose mother is dying of cancer, or a clothing or food drive when a fire destroys a family's home are just a few examples of the ways that we are involved in our community.

In 1995, Glengary began a school improvement process to gain accreditation from the North Central Association – Outcomes Endorsement (NCA-OE). Exciting and innovative instructional techniques were created by staff, principal, and the parents to best address students' areas of weakness. After careful consideration of baseline data, context bound assessments, common metric assessments, and teacher observation, a mission statement was written. In addition, the Glengary staff wrote three effective target goals that impacted student learning (Part V).

These goals have helped Glengary to develop and implement new strategies which have had a positive impact on student achievement in our targeted goals over the past five years. In 1995-96, 70% of

students gained proficient scores in writing. In 1997-98, that percentage jumped to 79.2%. Fourth grade MEAP math results show an increase from 66% of students receiving a satisfactory score in 1995-96 to 83% in 1997-98. The number of behavior violations resulting in a suspension or detention has dramatically decreased from 231 incidents in 1994-95 to only 78 incidents in 1998-99. A key factor of this decrease is the implementation of William Glasser's "Choice Theory." Glasser's Theory was researched and adopted by our staff as a result of the NCA-OE process. By incorporating this theory, Glengary has implemented classroom strategies that have encouraged students to become self-motivated and more responsible learners (B1, D1, D2).

We have also implemented a variety of programs to meet the needs of high-risk students. First, Reading Recovery is a short-term early intervention program. Twenty to 30% of the lowest students are assessed using the OS instrument. Literacy groups and Reading Recovery students are then chosen on the basis of these assessment tools. In 1999-2000, 81% of the students in Reading Recovery were brought to an average reading level for 1st grade. These students will continue to be monitored and supported in 2nd grade. The other 19% of the students qualified to receive continued service through special education. Similar results were recorded during the past four years.

Resource room teachers, a speech and language teacher, occupational therapist, physical therapist, adaptive physical education teacher, psychologist, teacher consultant, and social worker provide Special Education Services. Three of our severely emotionally impaired (E.I.) students are currently educated at an off-site center program, while five E.I. students are fully mainstreamed at Glengary. Every student receives a plan from the Individualized Educational Planning Committee (I.E.P.C.). Twenty-six students were serviced during the 1999-2000 school year, and 35 are in the program this year.

High achieving students are supported through the Reaching Educationally Advanced Children (REACH) program. Glengary's REACH program currently has identified 49 students eligible for this program. Students are clustered in grades 1st-3rd and formally identified in grades 4th-5th. Teachers differentiate the curriculum to challenge these gifted and talented students. A variety of instructional strategies are offered such as enrichment, acceleration, learning centers, team teaching, flexible grouping, curriculum compacting, independent study, interdisciplinary curriculum, and/or thematic instruction and tiered assignments.

In addition, Glengary is proud to offer the Student/Staff Support Process (S3). A team approach involving parents, teachers, counselors, and any other necessary support staff work together to develop and implement strategies for students experiencing unusual learning or behavioral challenges. This program is specially designed to allow for team planning for the success of all students.

A2. What nonacademic services and programs are available to support students, and how do they relate to the students needs and school goals identified? Glengary addresses students' cognitive and affective needs by offering a variety of non-academic services. In fact, the Walled Lake Consolidated School District's (WLCSD) inclusion model was patterned after the inclusion program developed at Glengary. Our inclusion program allows all students to participate in any general education program or service. Over the years, Glengary has accommodated physically, mentally, visually, and hearing impaired students. These students have participated in any and all non-academic programs of their choice.

Our staff encompasses a professional support team that includes: a public health nurse who visits once a week and educates students, parents, and staff on safety and health issues; an Oakland County Deputy who implements the Drug Abuse Resistance Education (DARE) program with all 5th grade students; and a counselor who works full time at Glengary to provide social support for students and their families.

Our counselor offers individual and class collaborative problem solving sessions (A1) and classroom visitation on developmentally appropriate topics for each grade. The students, staff, parents, and principal collaborate with the counselor in proactive behavioral programs such as Conflict Resolution/Peer Mediation. In 1st – 2nd grade, the students are taught to DEBUG, which means ignore, walk away, talk friendly, talk firmly, and get adult help. In 3rd-5th grades, the students use the STAR program: State the problem, Think of solutions, Agree on a plan, and be Responsible for the plan. Our counselor also facilitates the Student Council and a Career Day event (B2). This event gave 50 professionals from a multitude of careers an opportunity to present and actively engage students in small group sessions. Our counselor also oversees the S3 process and small group counseling sessions (A1) such as self-control, divorce, friendship, anger management, organization, self-esteem, and death.

Glengary's before and after school latchkey program averages about 80 students annually (B2). Other after-hours programs include community education-sponsored programs such as adult education, computer classes, enrichment programs, and sports of all varieties (G4).

A3. How does your school determine and address the developmental needs of students as they move from grade to grade? Every child that enters Glengary is embraced by a staff who actively accepts the responsibility to ensure that every student, regardless of grade, language, culture, religion, learning style, disability, and academic performance level are ready to participate in formal schooling. On the first day of school, an opening ceremony takes place to warmly welcome new and returning students.

Kindergarten students are housed in a different school in the District, so it is imperative that the transition to a new school and new grade go as smoothly as possible. In May, a parent kindergarten orientation is held. In addition, the students are bussed to Glengary and eagerly participate in a scavenger hunt around the school with a 1st grade buddy. These 1st grade students take great pride and ownership as they lead their new friends around the building.

In early September, each grade level hosts a curriculum night. Glengary promotes a partnership model with home and school. Curriculum night initiates two-way communication that will continue throughout the school year. Educators share information about their hopes and expectations for their students, as well as the curriculum, classroom policies, and special programs. Educators support parents by offering educational programs that are responsive to student interests and needs. Parents support educators in many ways, such as volunteering, organizing and planning activities, raising money, and attending functions. A trusting relationship is established. Other opportunities are offered for parents to share information, such as parent-teacher conferences, informal conversations, and student placement forms provided each year.

At the end of the school year, each classroom celebrates their year together. Transitions to new grades and new schools are treated sensitively through the use of informational meetings for students and parents. The teachers prepare the students for the upcoming year by writing letters to the next year's teacher. The 5th grade teachers hold an extensive middle school orientation. The students are given a tour of the school they will attend. Sixth grade students at the middle school develop PowerPoint presentations that highlight expectations for entering students. Parents and students attend an information session on the school, and counselors from the middle school address the students with a questions and answers session.

The WLCSD takes great measures to ensure that the curriculum chosen is developmentally appropriate at each grade level. There is a curriculum council that researches current practices. We are constantly revising and integrating new instructional methods to be on the cutting edge of our ever-changing world.

As students move from grade to grade, a portfolio of information and a placement card about each student is given to the new teacher. The assessments, described in A1, pertaining to specific grade levels

are done periodically throughout the year, to drive curriculum at each child's instructional level. The students are continually observed through daily classroom processes. We strive to have each child meet his or her maximum potential.

A4. What cocurricular activities are available for students and how do those activities extend the academic curriculum? Extra-curricular activities encompass all the grade levels and extend the curriculum by allowing a child to choose activities to enhance academic skills they have learned in the classroom. The students choose activities to best fit their interests and abilities. Student Council has two representatives per class who campaign to be elected. Student Council actively involves the students in the everyday learning in the classroom, as well as the surrounding community. They serve as a decision-making body, motivate students and staff by hosting a spirit week, initiate special fund-raisers for the student body, and food and clothing drives for the needy.

Jump Rope for the Heart, an American Heart Association fundraising activity, highlights physical fitness. We had 200 participants in 1999-2000 and we raised \$11,000, which was the tenth highest donation in the state. Two hundred of our students participated in the 1998-1999 science fair that featured young scientist's models, experiments, displays, and demonstrations. Thirty two percent of the 4th-5th grade students eagerly gave up recess to rehearse songs and dance for special chorus performances. Seventy eight percent of the 5th grade students participate in the band and orchestra program. In addition, 25% of the students involved in chorus were enrolled in the District summer music camp in 1999-2000.

Glengary was the first elementary school in the District to develop and offer a tuition based world language program for any 2nd-5th grade students. Currently, 32 students are enrolled in the Spanish World Language program. Financial scholarships are provided by the PTA to students who need financial support. Safety Patrol is another responsibility taken seriously by 15 of our 4th and 5th graders. They exemplify a model for service and safety to students of all ages.

A5. How does your school address the accessibility of its facilities to students and others with disabilities? It is our belief that to the maximum extent possible, students should attend their neighborhood school with their age and their grade peers. All students are taught to understand and respect human differences.

Our staff includes regular education teachers, occupational and physical therapists, speech and language therapists, special education teachers and consultants, a Reading Recovery Teacher, para-educators, media specialist, library assistance, custodians, a Braille tutor, and parent volunteers. Everyone comes together to facilitate the needs of all our students.

Glengary embraces and values all students. Our building meets the requirements of the American Disabilities Act (ADA) and provides a safe and barrier-free environment allowing all students, parents, and community members to actively participate in learning activities. Ramps, handicap accessible bathrooms and drinking fountains are available. All classrooms have handicap accessible entrances and special parking is available. Large print and Braille books, white boards, and adaptive keyboards for computers are available for our visually impaired students. A visual consultant offers tutoring and advice to the staff on how to best challenge these students. Braille nameplates are mounted at each doorway. A portable wireless audio enhancement system has been installed in the classroom for our hearing impaired student.

B. School Organization and Culture

B1. How does the culture of your school support the learning of all its members

and foster a caring community? Glengary Elementary encourages lifelong learning through a culture that promotes the continuing education of students, parents, and staff. Our staff is highly invested in fostering a positive, respectful, nurturing, and caring community of learners. The staff has participated in before and after school in-services to develop their skills in areas such as computer software, reading assessment and instruction practices, and Glasser's Choice Theory.

The NCA-OE process encourages us to look closely at the school population: where we were, where we are now, and where we want to be. Student achievement is the focus of our school (A1). In fact, one of three target goals is for students to increase their ability to be responsible learners. Incorporating Glasser's Choice Theory enables us to foster a warm, caring environment and encourages students to be reflective, responsible decision makers. At least 88% of our staff are trained in Glasser's Choice Theory and all students are taught this philosophy (F4).

Students in all grade levels create classroom rules at the beginning of each year to ensure a safe environment for risk-taking. In this way, students help reinforce the positive behaviors desired in the class. Reflections of responsible decisions are shown through the use of class meetings, writing rubrics, portfolio choices of quality work, and student-led conferences. Every student is trained in Conflict Resolution/Peer Mediation, and therefore, is able to use DEBUG or STAR, self-empowering strategies to solve conflicts (A2). Students take responsibility for their work and its completion through the use of Agenda Journals and Learning Logs. When students choose not to complete homework on time, they spend their lunchtime recess indoors completing their work. Each staff member in 3rd – 5th grade also gives up a lunchtime period to encourage responsible behavior and supervise these students.

At Glengary, the students come first. Many staff members extend themselves beyond a typical school day. They help individual families tap into the resources found in the community for information on programs such as camp, tutoring, counseling, and extra-curricular activities in order to provide well-rounded experiences for their children. Many staff offer their own time before or after school for tutoring and sometimes even day care. Our dedicated staff makes themselves available for evening meetings and events held throughout the school District. In addition, we have over 250 parent volunteers who work in our building to help students in a variety of ways, including small group instruction.

B2. What opportunities do students have to build sustained and caring relationships with teachers and other adults? How does your school promote a healthy peer climate among the students? Glengary staff, parents, and students have developed numerous vehicles for nurturing every relationship and promoting a healthy peer climate among the students. The most important of these is our Conflict Resolution/Peer Mediation Program, which has been used as a model replicated throughout the WLCSD (A2, B4).

Our staff dedicates themselves to students and the relationships that they continuously develop and nurture. It is common to see staff at students' sporting competitions, religious occasions, community events, cultural programs, and family celebrations. By working on community projects as a team, Glengary students, teachers, parents, and staff have created shared experiences that have enhanced their relationships. One example of this was the Glengary Student Council Video Challenge. The Student Council voted to do a fund-raiser to support a local grass roots effort to save a house that was once a part of the Underground Railroad from demolition. They decided to do an "interview" with students portraying famous people who worked on the Underground Railroad. They video taped the interview and sent it to each school in the District challenging each school to raise the most money for the project. Their efforts were highly successful, with over \$10,000 raised in this and other events, including a performance by our 5th grade choir.

Our latchkey program is exemplary. We continuously have large enrollments in latchkey due to the quality of the para-educators and the program they provide. The latchkey para-educators consist of

parents of students in our school or members of the school community. The para-educators spend hours with the students on a daily basis, therefore students often are comfortable sharing their concerns and needs with them. The latchkey para-educators keep an open line of communication to other school staff when they become aware of concerns.

Mutual respect also exists between the custodial staff and students. Students take pride in keeping a clean and healthy school environment. Our custodian supports students in a variety of ways, including notifying teachers if students do not have a lunch or are not eating their lunches.

Glengary's staff has recognized that Student Council is an important vehicle for student empowerment. The Student Council has enabled students to earn privileges, such as listening to music and choosing their own seats during lunch, purchasing playground equipment, voting in official student council elections, beautifying the school, and sending cards for various occasions. Through Student Council, students have also been able to build relationships with adults from our community (A4), such as raising funds for preserving an underground railroad house and gaining an awareness of this local historical landmark. The Student Council also sponsors a Career Day where all students have the opportunity to listen and interact with adults from over 50 different occupations (A2, G4).

B3. How are teachers hired in your school? How are teacher assignments made? Teachers are hired at Glengary and other elementary schools in accordance with the hiring guidelines established by the WLCSD Personnel Department and the Board of Education. All teacher applicants are required to register with the Oakland County School Consortium, where they are required to respond to 22 questions on a teacher profile questionnaire that provides a predictor score regarding teaching candidate success. At Glengary, we try to establish a heterogeneous team of at least five to six staff members (teachers, para-educators, fine arts and physical education teachers, counselor, special education, principal, etc). To ensure that grade level expectations are satisfied by the candidate, the interview team will have upper or lower elementary teachers as members. The interview team, on some occasions, may require the top candidates to teach a mock lesson to selected students. The interview team must reach a consensus with the principal on the finalist. References are checked and the principal recommends a finalist who is then interviewed by the WLCSD Director of Personnel. This collaborative interviewing process helps to promote the success of the new staff member and increase collegiality among all staff members.

Candidates are selected from previous student-teacher observations, recommendations, and past substitutes. We look for the best candidates who will bring the ability to work as part of a team, maintain Glengary's high standards of education, and implement the NCA-OE target goals.

New teacher assignments are made by looking at the new teacher's background, experiences, and strengths and then assigning them to a grade level that is most suitable. A mentor is then selected and given the necessary resources to help the new teacher learn about the school. The new candidate attends staff development workshops provided by the WLCSD and is assigned to meet four times a year with a team of selected teachers for professional support. The principal meets on a regular basis with the new teacher and observes the classroom four times (twice each semester) within the first two years to provide evaluative feedback and support on semester criteria. In the third and fourth year, new teachers are observed twice a year.

B4. What is your school's plan for school safety, discipline, and drug prevention? What is your record for the past five years? The safety of all students and staff at Glengary Elementary is of the greatest importance. Glengary Elementary adheres to the "WLCSD Safety Response Index and Emergency Response Outline." This is a step-by-step booklet on how to handle safety and emergency incidents.

With the WLCSD's procedures as its foundation, Glengary has developed its own specific procedures and behavioral expectations to ensure the healthy development and well being of all. Glengary begins by identifying procedures to address concerns of students, staff, and parents relating to safety and discipline. In-room phones are accessible to all teachers for 911 emergency calls. All but one outside door remains locked during school hours. Glengary has a strict sign-out procedure for students leaving the premises during the school day. Should any serious incidents occur within the school, a letter of explanation is sent home from the principal the same day.

Through the NCA-OE goal of responsibility, Glengary students have become more respectful citizens and more responsible in maintaining a safe and orderly environment. This in turn allows students and teachers to focus on instruction rather than classroom disruptions. In fact, school-wide disciplinary violations have dramatically decreased over the past five years from 231 in 1994-95 to only 78 in 1998-99. Consequences for students who do violate classroom, school, and/or WLCSD rules are varied. Classroom disruptions are first handled through Conflict Resolution/Peer Mediation processes (A2), then through loss of privileges such as recess, and then through parent/teacher meetings. If further discipline is needed, the principal becomes involved. For violations outside of the classroom, such as playground, lunchroom, or bus, the principal adheres to the WLCSD's code of conduct policy. In addition, yearly student and teacher surveys developed by our responsibility committee show continued growth and development in the areas of respect and responsibility.

Many classrooms have "peace tables" where students can go and solve their own conflicts. Glengary utilizes peer mediators to help students solve problems. Students have an opportunity to apply and/or are nominated by their classroom teacher to be trained as peer mediators through our school counselor. Mediators are empowered to intervene in conflicts. This is a highly coveted role in our school.

Student education on safety, health, drugs, and behavior choices is important at Glengary. With the help of the PTA, we are able to provide bike and bus safety programs, Jump Rope for Heart activities, healthy food choices, Conflict Resolution/Peer Mediation, and school safety assemblies annually. We also participate in Red Ribbon Week that helps students learn to say no to drugs and alcohol. Child abuse prevention programs are offered by Help Against Violent Encounters Now (HAVEN), a local non-profit organization.

Our school counselor plays a key role in supporting safety, discipline, and drug prevention strategies. She assists many students in dealing with individual problems. By meeting in small groups with similar needs on a regular basis, these students learn to work through their problems (A2). The classroom teacher works closely with the school counselor to recognize those students in need. Glengary is committed to the well being of each of our students, and through careful observation, intervention and mediation we are able to help all of our children.

The adults involved with students at Glengary recognize the on-going difficult decisions our students are faced with on a daily basis. It is for this reason that our 5th grade students participate in the DARE program every year. At Glengary, we have a drug free record. We educate the students at our younger grades about how to choose friends, believe in them, and how to say "No" to peer pressure. Fifteen of our 4th and 5th graders also serve as Safety Patrol members (A4). These students are trained on how to ensure the safety of Glengary students when they enter and exit school grounds.

C. Challenging Standards and Curriculum

C1. How does your curriculum serve the broad goals for student learning and development that the public generally expects education to achieve: personal and intellectual growth, citizenship and preparation for work? What relative emphasis do you place on these goals in your curriculum? As emphasized in our building mission statement (Part IV), Glengary actively works to

prepare each child for an ever-changing world. Glengary adheres to the WLCSD's performance standards which are directly aligned with state and national standards. The WLCSD takes great measures to ensure that the curriculum chosen is developmentally appropriate and challenging at each grade level. There is a curriculum council that researches current practices and remains updated with the best national educational practice (C4). The WLCSD strives to revise and integrates these practices by continually changing and updating our curriculum, and keeping our staff abreast of current research based instructional practices.

Glengary supplements the core curriculum through the school improvement process (A1). We strive to provide opportunities for all students to learn challenging content and achieve at high levels. The WLCSD has developed benchmarks for language arts, mathematics, science, social studies, health, art, music and physical education. Our teachers use a variety of assessment instruments such as BUA's, OS, Running Records, MLPP, portfolios, rubric assessments and Select Passages. In addition, we use assessment data from the CAT and MEAP to assist in evaluating our students' academic performance and develop intervention strategies to help all students achieve academic success. Evidence of high student achievement is demonstrated by the documented data (A1, H2, H4, H5, & Appendix).

By evaluating the results of standardized tests, surveys, and overall student performance (A1), goals were established. Writing is one of our areas of focus for improvement (A1, C6). The staff emphasizes that writing is used throughout a lifetime in the workplace and as a communication tool. Therefore, writing for a variety of purposes is taught across the curriculum. Many examples of creative, innovative writing strategies that improve student writing include: process writing, the use of student-developed assessment rubrics for self-evaluation, and "Power Writing," which is an organizational strategy. Authentic literature in all genres is used as a model for organization and descriptive language. All students in 1st – 5th grades publish examples of their best writing.

Math problem solving is a second area identified as a school improvement goal. The staff continues to implement problem solving strategies, staff development, and assessments. Real life problem solving situations are practiced continually. One example of this is a simulated shopping excursion done annually in the 4th grade. Students design stores with a partner and even create their own sales incentives. Students shop using checkbooks, calculate sales tax and discounted percentages, and stay within their budget. Students are encouraged to use multiple strategies taken from the math series, ADD (Arithmetic Developed Daily,) Math Problem Solver poster, Math Keys software and classroom simulated real-life activities.

Responsibility is our third target goal. A Glasser's Choice Theory was chosen as a model to focus on the importance of being a self-motivated, responsible learner, and to develop a positive atmosphere in the building and community. One hundred percent of our students are taught the five basic needs (Love/Belong, Power, Fun, Freedom, Survival). Students use this information to interact with each other and learn to respect differences in each other's quality world. Each classroom also holds class meetings to discuss student selected topics for problem solving. Learning logs are used in the 2nd – 5th grades as written reminders of homework assignments, a reflection of daily work, and home/school communication. Self-management strategies such as DEBUG, STAR, and Peer Mediation/Conflict Resolution also are ways students can choose to solve conflicts that arise. Some students may need additional support to become responsible learners. This is done through the S3 process (A1).

Responsible citizenship can be seen as the students are actively involved in community service by participating in recycling programs, cleaning local parks, food drives, clothing and toy drives, outdoor beautification, and caring for classroom pets. Student Council representatives are nominated by their classmates and elected to serve on the Student Council using the democratic process. Recently, the importance of citizenship was exemplified by observing the process of a Canadian parent becoming a U.S. citizen. School-wide diversity activities have been developed to promote awareness of different cultures and to respect individual differences. For example, all students identify their family heritage. A bulletin

board displays a world map showing their lineage. This is done annually. During the District's Diversity Week, all students designed and wore a pin representing a specific country and learned more about the culture in that country. Also, a peace pole symbolizing peace messages in six different languages has been developed and will be on display in the media center.

Glengary recognizes the importance of technology in today's society. To prepare students for the future, students are immersed in technological practices daily. For example, students use word processing and other software to enhance their written communication in 1st – 5th grades. The Internet is used by the students to research and to visit educational web sites (Colonial Williamsburg, Chicago Field Museum, Rainforest, etc.). Digital, video equipment, and computer graphics are used by students to enhance curriculum projects and to enrich classroom presentations (Part VI-B). Careers are also discussed throughout the social studies curriculum and are modeled for all students (1st – 5th grades) in classroom activities and culminating in a Career Day event (C5, A2).

In addition, we take great pride in teaching life skill techniques that are valued in the work place. Communicating, strategizing, consensus building, persuading, team building, and managing time are just a few of the many skills incorporated into our daily group activities. In fact, our 5th grade outdoor camp program incorporates each skill into a 3 ½ day educational outdoor retreat. All 5th grade students are responsible for managing their community from dorm setup/cleanup to dinner preparation/cleanup to educational teamwork.

C2. How is your school organized to provide for differing student academic needs within the school's goals, priorities, and curriculum? The WLCSD takes pride in offering a curriculum that is carefully chosen to allow for a range of learning rates and styles. Not only is the curriculum finely tailored to allow every child to excel, but the teachers also offer many opportunities for the students to be at their best academically, socially, and emotionally. Evidence of this is supported in standardized test performance, NCA data, and Reading Recovery exit rates discussed in section A1 and H2-6. We continue to grow and look toward the future by increasing testing effectiveness to help drive instruction and push towards excellence. BUA's are being implemented in the 3rd – 5th grades. MEAP and CAT scores, Target Teach reports (A1), as well as daily classroom performance are scrutinized annually to pinpoint areas for improvement. Literacy observation and assessment are used to take a proactive stance and provide a solid foundation early. Teachers attend numerous professional development courses that help them become literacy experts and keen observers of students' performance.

First and second grade teachers use the MLPP and OS literacy assessment instruments in the fall to assess students' literacy strengths and weaknesses. One hundred percent of all 1st and 2nd grade students are assessed and screened with these assessment instruments. A literacy baseline is established from this data and recorded on a software database for future reference. The same literacy instruments are used in the spring to assess student literacy growth that has occurred during the school year. Third grade teachers use parts of the MLPP to obtain more comprehensive information regarding reading and writing.

Students may receive small group instruction in a target area. Running records are a part of each assessment, and the information gathered helps determine a student's instructional reading level. Comprehension is optimal when the materials chosen fit the profile of the student. Students can acquire skills quickly and easily. These screening processes help identify at risk students who need more support than classroom instruction. As mentioned in A1, Reading Recovery and Special Services are available for students. A student may stay in Reading Recovery 12 to 20 weeks. This program rapidly accelerates children to the average range of students in 1st grade. If the student does not accelerate, alternative resources and support are found (A1).

REACH students are clustered in small groups in classrooms. The teacher may select one of nine delivery systems to meet the needs of these academically advanced students (A1, C3). At the end of the year, a placement day is held, where teachers come together and discuss the best placement for each child. Assessment information, portfolios and placement cards help the teachers place students in heterogeneous groups, with regard to the students' learning style, and the next teacher's instructional style (A1).

C3. How do you ensure that diverse learners (for example, students with disabilities, gifted and talented students, students with limited English proficiency, migrant students and students placed at risk) have the opportunity to learn challenging content and achieve at high levels?

We seek to give each child the opportunity to excel to their own greatest potential from the lowest to the highest achieving students (A1, H4-6). Students identified as disabled are given special education support in the least restrictive environment (A1, H4-6). Inclusion is most often used depending on the student's individual needs (A5).

Students experiencing academic difficulties are serviced in several different ways. Reading Recovery is intensive one-on-one literacy assistance for the lowest 1st grade students. Eighty-one percent of Reading Recovery students were successfully discontinued in 1999-2000, with a self-extending monitoring system that allowed them to perform with the average or above in first grade literacy (C2). The S3 process currently has 51 students and is a team-approach that develops and implements strategies for students experiencing behavior or learning challenges (A1). Behavior plans may be used in school or at home to motivate students. The permanent substitute in our building works with students identified in the S3 process. Over 60% of the teaching staff tutors on their own time either during lunch or before and after school in all content areas. Para-educators and parent volunteers also assist to work with at risk students.

English as a Second Language (ESL) students receive instruction through oral language, and language arts activities in the classroom. ESL tutors collaborate with classroom teachers on the best way to meet particular children's needs. This is mostly done inside the classroom, but pull-out service may take place, if necessary.

Forty nine students at Glengary are identified as REACH students in grades 1-5.(A1). Substitutes are provided to allow teachers time to plan activities for these students and other advanced students in their classroom. A REACH committee, comprised of parents, the counselor, teachers and the principal, has been constituted in our building to find ways to enhance the existing curriculum. The Cluster Model addresses the needs of academically advanced students by providing interaction with peers of similar abilities. REACH students are clustered and may collaborate on open-ended projects (A1, D1). These students are also offered opportunities outside of school, such as participation in Destination Imagination/Odyssey of the Mind. This program is open to all students and involves a fun, open-ended problem solving activity that requires teamwork and diverse thinking.

C4. What is the process for continuous curriculum renewal at your school? What questions about curriculum is your school currently addressing? The process for continuous curriculum renewal at Glengary incorporates the collaborative leadership of the Assistant Superintendent of K-12 Curriculum and the WLCSD's Curriculum Council. The council is comprised of teacher and administrative representatives from the elementary, middle, and high school levels, as well as teacher representations from the departments of fine arts, physical education, special education, media/library, and program specialist (REACH, vocational education, etc.). The Curriculum Council, in cooperation with our school, leads and facilitates the process of exploration, development, implementation, evaluation, and

revision of curriculum so that there is continuity and alignment within the K-12 District core curriculum. The council also ensures the alignment of the curriculum with the state guidelines and national standards.

The NCA-OE school improvement process provides a research-based model for our staff to review the curriculum and student outcomes through periodic self-evaluation and external validation. As part of this process, we have reviewed and analyzed data from context bound and common metric assessments, as described in sections A and H. In addition, the WLCSD provides annual staff development and financial support to our staff so they can disaggregate the reading, writing, mathematics, science, and social studies MEAP tests results. The information is shared with the NCA-OE subcommittees as well as with the entire staff at meetings. Our staff uses a collaborative decision-making model to determine a systematic approach to improve student outcomes and to revise curriculum.

Glengary has recently completed the NCA-OE five-year cycle. We continue to utilize the writing and mathematical problem-solving context bound assessment instruments to monitor and identify our school program strengths and weaknesses, so that we may continue to make positive changes in our instructional strategies. Presently, we are involved in the school improvement process of reviewing and analyzing curriculum in terms of student needs and the benchmarks. Based on our common metric results, District initiatives, and parent and teacher observations, areas that the staff is considering for future review and study are: technology, a balanced literacy program, science, and social studies. In our efforts to implement change and develop new student outcomes, we will be eliciting the support of our NCA-OE, language arts, social studies, technology and science coordinators for the school. We will develop three new NCA-OE target goals by the spring of 2001.

C5. Successful schools offer all students opportunities to be engaged with significant content. How does your school ensure that students achieve at higher levels in the core subjects?

Glengary supplements the core curriculum through the school improvement process. We strive to provide opportunities for all students to learn challenging content and achieve at high levels. Evidence of this is apparent not only in the core curriculum content, but the extensive supplements offered within each subject. All aspects of the curriculum are aligned with District, state, and national guidelines. The WLCSD has developed benchmarks for language arts, mathematics, science, social studies, health, art, music and physical education.

a. Language Arts: WLCSD has adopted the Harcourt, Brace, Jovanovich (HBJ) Reading series for the students in 1st – 5th grades. The series is an anthology of authentic literature including a variety of genres and multicultural literature, to allow students to become diverse learners. This serves as 1/3 of the language arts program. The remaining elements include portions of a balanced reading program. The WLCSD balanced reading program includes modeled reading aloud, shared reading, HBJ, guided reading, literature circles or novel studies, writing, and independent reading, and Drop Everything And Read (D.E.A.R.). The focus and time allotted in each area, varies according to student needs. In 1st and 2nd grade, teachers and para-educators implement practices to support strategic guided reading at a student's instructional level. Teachers in 3rd – 5th grades use silent guided reading, literature circles, or novel studies. All grade levels promote comprehension of fiction and non-fiction material, oral reading fluency and expression, and speaking and listening skills. The teacher models oral language in a variety of modalities. Literacy is not a separate subject but is incorporated into all curriculum areas.

The Glengary community supports this literacy focus. The PTA has donated \$11,000 to purchase books for every grade level. Additional money has been earned through grants and fund-raisers to purchase wonderful literature in a variety of genres.

Writing, as discussed in A1, C1, and C6, has been identified as a school improvement goal. Writing is done for meaningful purposes to a multitude of audiences, from writing letters to fictional characters, to writing a persuasive paper on core democratic values. All teachers use a process writing

approach, teaching students steps from drafting through publishing. Teachers model writing for students, facilitate collaboration through peer editing, and encourage writing to be shared with others. Glengary students are provided with quality author and illustrator models. Published works by the students and the teachers are utilized in classroom reading centers and the media center. Not only are books shared by the media specialist and library assistant, the media center is decorated based on our school's theme or subject of a guest author or illustrator (D3).

b. Mathematics: The WLCSD has adopted the Everyday Math program. The program has a spiraling design, which allows children to be exposed to a concept at least five times throughout their elementary experience. Children at a variety of levels benefit from the spiral. Low-ability students have a chance to practice and master content areas because they are revisited. Higher ability students needs are met because many of the math games and math computations are open-ended. Math journals are used, so students understand terminology and are able to communicate this knowledge in writing. A home-school connection is an integral part of this program. Math Links are sent home, along with a descriptive letters of games to play and the objectives covered in the unit.

Glengary also realizes the importance of problem solving in real-life situations and made this an NCA-OE goal as stated in A1, C6. Our teachers further enhance the existing curriculum by hosting math game nights, organizing a 4th grade shopping spree, and designing a gingerbread village that involves building a three-dimensional representation of buildings in the community. The community members then visit and share in the experience. The Jump Start programs are used in the computer lab and through daily practice to reinforce math concepts.

c. Science: Science Benchmarks from the Michigan Curriculum Framework shapes the science program. Each grade level has specific performance standards in the areas of constructing, reflecting, cells, organization, evolution, heredity, ecology, matter and energy, changes in matter, motion of objects, waves and vibrations, geosphere, hydrosphere, atmosphere and weather and space. The WLCSD carefully selected unit kits that drive students to meet these benchmarks through active involvement and careful observation. The activities and concepts are integrated in other content areas, such as language arts, mathematics and social. Observing the process of metamorphosis of a butterfly and building an ecosystem are some of the science activities that take place at Glengary. These activities are part of our science curriculum which features science kits that are specially-designed for active involvement and careful observation. The activities and concepts are integrated in other content areas, such as language arts, mathematics, and social studies. Our media center has purchased many expository texts to reinforce scientific topics.

Several field trips take place that compliment the curriculum. Fourth and 5th graders visit our WLCSD outdoor camp. Museums and electronic field trips take place as well (D4, Part VI-A). Our school's science fair allows for individual experimentation and explorations of personal interest topics. Many activities take place in cooperative groups which allow each child, regardless of ability level, to take part and achieve successfully.

d. Social Studies: The WLCSD aligned our benchmarks with the state content strands to ensure that all students acquire the necessary knowledge for effective, responsible citizenship through the study of history, geography, economics, and civics. These benchmarks highlight multiple perspectives, diverse communities and connections within social studies.

The P.T.A sponsors real-life opportunities to involve students in voting and citizenship. Authentic voting booths are brought into school and the students vote on self chosen issues of current elections (C5). Core democratic values are emphasized in 4th and 5th grade. Newspaper and magazine subscriptions are funded to keep abreast of current affairs. Celebrations throughout the year allow the students to experience the customs and traditions of our diverse world. The entire staff attended a two-day diversity training to gain awareness on sensitive issues, as well as a respect for all.

e. The Arts: Our fine arts and physical education department have recently completed new District curriculum standards that correlate with the benchmarks established for grades K-12 by the National Arts Education, and the National Association of Sports and Physical Education. After three years of researching and aligning these important benchmarks, new programs were implemented and textbooks were purchased by the fine arts department in 1999-00. The art core curriculum focuses on four specific areas: production, critique, connections and aesthetics. The children are taught connections through art history and the study of the master artists. They then produce their own works through a variety of media such as drawing, painting, sculpture, ceramics, and fibers. Examples of student's work are displayed in the halls and showcases throughout the school. One student from each grade levels has art displayed at the Educational Services Building for community viewing. Art is also used to make connections across the curriculum in projects such as designing cars (4th grade science), designing and launching weather balloons (5th grade science), and creating diversity flags at every grade level to hang throughout the school (social studies).

The philosophy of music education is that music is a vital and basic component in all human cultures. Music engages the child in acts of creating and performing, and involves the intellectual, intuitive, emotional and physical being. Essential life skills of responsibility, collaboration, flexibility, and problem solving are developed through music education, along with appreciation and respect for other's ideas and personal expressions. Five strands are focused on: performing, creating, analyzing in content, arts in context, and connecting to other arts and other disciplines and life. Glengary boasts many activities that enhance the core curriculum. Our music teacher organizes a 4th and 5th grade annual field trip to the symphony. In addition, 3rd graders have had the opportunity to take a field trip to a local church to witness a pipe-organ performance. Many spectacular productions take place at each grade level. The Multi-age class dressed up as fruits and vegetables and sang about nutrition, and 5th graders present an annual patriotic show. Our 5th graders begin band and strings instruction, which also include community performance. In addition, our music teacher leads a 4th and 5th grade chorus which has 32% of the 4th and 5th grade students participating.

Our physical education curriculum focuses on the total child. Each grade level has specific benchmark that are aligned with state and national curriculum. The concept of growing up and staying healthy is impressed upon the students through lessons including individual and team sports, small and large muscle development and anatomy instruction. Students are encouraged to attain personal fitness habits that will stay with them throughout their lifetime. They learn that fitness habits are directly related to a healthy mind, and that the more you take care of your self physically, the more energy you have. Students also learn that the discipline developed through fitness will help with school and personal relationships.

f. Foreign Languages: Glengary is participating in a WLCSD community education program that we piloted to offer world languages to elementary students. Japanese, Russian, German, French and Spanish are offered. In addition, Spanish classes meets before and after school at Glengary. The students are exposed to foreign languages and customs across the curriculum. Teachers and individuals share their world language skills and customs with students through mini lessons, assemblies, and question and answer sessions.

C6. What other content areas or programs play essential roles in your school-wide curriculum goals? Programs and content areas that play essential roles in impacting student learning and our curriculum are our Multi-age and Looping instructional models, and technology. At Glengary, we believe that guiding children in their quest for knowledge is a major consideration that we must address in our educational programs. During the 1999-00 school year, parents had an opportunity to choose alternative instructional models. One model is a Multi-age program. Simply defined, a Multi-age classroom is a

mixed age group of children, 1st – 3rd grades, that stay with the same teacher for several years. The children are randomly selected and balanced by age, ability, and gender. In our Multi-age community, every child in the “family” can become a successful learner on his/her own continuum of growth. This program is one of three offered in the 14 elementary schools in the District. An extension of this model is the looping practice. We have a 3rd/4th grade Looping program where the teacher stays with the same class for two consecutive years. Both of these practices allow the teachers to become more familiar with each child’s learning style, strengths, weaknesses, interests, and/or home situations.

The use of technology in the classroom is another key content area to enhance our school’s curriculum. With the approval of several technology grants, several classrooms and our computer lab have increased the number of computers and other technological equipment available to students. Our staff has integrated and utilized this technology to enhance our curriculum programs.

Technology is becoming an integral part of our curriculum. In fact, students begin each day with the use of technology in our morning announcements. Fourth and 5th grade students produce and broadcast our school’s morning announcements for viewing by all students (D2). Technology is also integrated across the curriculum. Reading comprehension is reinforced by our Accelerated Reader program (D1) and enhanced with PowerPoint presentations highlighting book reports. Word processing is becoming a natural part of the writing process. Students are able to compare their draft, before and after spell check, to compare their weaknesses. Computer software has been used to reinforce math skills and to assist in making graphs. The Internet, *Encarta* and *Grolier On-line* enable our students to research topics in social studies and science. In addition, electronic field trips allow our students to travel to distant places that are beyond the parameters of our school (A3, D3, D4).

C7. What requirements must be satisfied before a student is promoted to the next grade or level of schooling? For the past five years, the teachers and administrators of the WLCSD have been engaged in the ambitious project of collaboratively developing benchmarks (performance standards) for all curricular disciplines: the core academic areas as well as music, art, physical education, life skills, and world languages. At Glengary, our teachers deliver instruction in a variety of ways. Rigorous assessments are done throughout the year to evaluate each student’s progress according to the established benchmarks. In order for students to receive a recommendation for promotion, they must demonstrate mastery of the established benchmarks. These benchmarks have been carefully developed and reviewed by outside experts and approved by the WLCSD Board of Education.

A New Reporting System (NRS) is being implemented this year by our 4th grade teachers and other grade levels in the District to provide parents and students with information regarding students’ progress on mastery of the District’s benchmarks. The other grade levels will be phased in over a two-year period. The information will assure consistent communication of curriculum mastery, regardless of the teacher or school, because the benchmarks are the same for all WLCSD students within the content area.

As referenced in A1, we use context bound assessments, standardized norm-reference tests (CAT & TCS), criterion reference tests (MEAP tests), student portfolios, teacher observation, and rubric evaluations to assess each student and determine if the student should be promoted or retained. MLPP, running records, DRA, and OS are used to determine a student’s reading progress in 1st – 3rd grades (A1).

D. Active Teaching and Learning

D1. How are teaching practices and learning experiences in your school consistent with current knowledge about successful teaching and learning? We begin with high expectations for all of our students to ensure that every child achieves success. The Glasser Theory has been researched

and integrated into our building by all staff members as a result of the NCA-OE process. At least 88% of our staff have read William Glasser's *The Quality School* and John Sullo's *Inspiring Quality*. In addition, over 80% have attended Glasser classes or conferences, watched Glasser videos, visited a Glasser school, or attended other brain research classes. As a result, all Glengary students complete a cumulative project to demonstrate their understanding of their basic needs for love and belonging, freedom, power, fun, and survival. Students have become more involved in making choices that affect their learning.

Differentiating for the variety of ability levels is done in many ways. Students who are experiencing academic or social difficulty are placed in the S3 process (A1). Strategies are developed and implemented, and if these are not successful, a referral is made to the special education department. The learning resource teacher works with the special education students either in the classroom, or pulls them out as needed. Students who are determined to be gifted in reading and/or mathematics, are placed in the REACH program, clustered in groups of at least three per classroom, and appropriately challenged (C3).

Reading instruction is supported by the HBJ series (C5) and enriched with literature. A literacy room was created to enhance the literature program, and consists of class sets or small groups of books, both narrative and expository, at each grade level. Literature circles are used by many teachers, and 10 teachers are trained in the Junior Great Books Program, as well. Reading strategies are taught and reinforced using narrative and informational selections. Reading Recovery has been very successful with the lowest readers in 1st grade (C3). The Accelerated Reader Program is a computer-based program that students can access from their individual classrooms. This program is used to motivate readers, and offers a comprehension test and assigns points for each book read.

Instructing students on how to improve their ability to be effective communicators through writing is one of our NCA-OE goals. In addition to daily writing, formal writing assessments are done twice a year: one common metric piece distributed by the District, and a context bound assessment which ties in with the curriculum. These assessments follow the 3-day MEAP Writing format. Rubrics are used by students and teachers and focus on content, organization, style, and mechanics. The instruction and use of rubrics has helped students understand the components of writing, and improved their ability. As a result, a common language between teachers and students exists, evaluation of writing is less subjective, and the staff is able to focus on student's strengths and weaknesses in specific areas of writing.

To reflect current knowledge about successful mathematics education we have introduced the use of math manipulatives at all grade levels. Applying mathematical problem solving to real life situations is one of our NCA-OE goals, and specific strategies for problem solving are taught in all classes. The frequency of mathematical problem solving instruction has increased, and the usage of a variety of strategies by students such as making a picture, diagram, or table, using objects, or working backwards, has increased as well.

Hands-on investigative experiences are provided with the use of science kits (C5). Each grade level focuses on one science kit per marking period. Science concepts are taught through experiments, along with learning and applying the scientific process. Expository reading and writing are integrated as well.

In response to current findings about non-traditional classes, Glengary has introduced a Multi-age classroom and a 3rd/4th Looping program (C6). The Multi-age has two teachers in adjoining rooms, with 46 children between the ages of five and nine, a para-educator, and an abundance of parent volunteers. There is also a pair of teachers who are looping between 3rd and 4th grades, alternatively moving up with their classes for a second year, and then going down a grade to pick up a new set of students.

D2. In what ways do your teaching practices support student-initiated learning? We support student initiated learning in a number of innovative ways. Students start their day by watching the video

morning announcements, which are led by 4th and 5th grade students. A camera crew sets up before school, and the student newscasters report the day's business, along with the weather and interesting events that may have occurred on that day in history.

Glengary students in the 2nd – 5th grades are accustomed to goal setting, and they write daily reflections in their Learning Logs. They collect their work in portfolios, and analyze their strengths and weaknesses quarterly. Students in 4th and 5th grades participate in student led conferences, where they share their progress, goals, and self-reflections with their parents. This is a wonderful opportunity for students to take responsibility for their learning. Both students and parents report that they learn more from these conferences, and students feel they have an active role in their education, instead of passively waiting to hear the report second hand from their parents.

Class meetings are conducted in every class at least once a month, more if needed, and offer students the chance to voice their opinions about decisions in the classroom. These meetings help foster the warm, caring environment that allows students to feel comfortable enough to take risks, and to thereby become independent learners. Students also develop class rules at the beginning of the year. Students accept ownership of the consequences of breaking their own rules.

Other teaching practices that support student-initiated learning are open-ended questions. This technique is used to help students exercise and expand critical thinking skills. Students often brainstorm project ideas and help to create their own rubrics with the teacher's guidance. When students help create the expectations for a project, they are more able to create a quality product. Some examples of products that demonstrate the students' knowledge in any of the curriculum areas include dioramas, mobiles, skits, songs, posters, models, or pretending to be a particular character. In addition, math problem-solving activities are used (C1).

Students work individually, with partners, or in small groups, depending on the objective or activity for a particular lesson. Cooperative group skills are taught and reinforced throughout the school year. In addition, Conflict Resolution/Peer Mediation lessons are introduced in every class by the counselor. These important social skills also help students learn to compromise during cooperative group activities and in other times of conflict. Discipline violations have dramatically declined in the past five years, which can be attributed in part, to the students' improved social skills (A1).

D3. How are resources made available to teachers and students for gathering information and sharing the results of their efforts? At least one multimedia computer with Internet access is a part of every classroom. A permission slip contract must be signed by each student and parent, explaining expectations, responsibilities, and guidelines for Internet use. In addition, classroom instruction is given on how to select and use the appropriate resource, whether it be a textbook, dictionary, thesaurus, encyclopedia, atlas, or almanac.

Our media center has a wealth of resources and two knowledgeable, supportive media personnel. Over 12,000 books, magazines, videos, journals, and reference materials are available for students, as well as a reference section specifically for teachers and parents. The media specialist or media para-educator instructs the students on how to search for and retrieve information in the media center. Each class visits the media center once a week, and individual or small groups may go more often as needed.

In addition to the media center, the computer lab has many resources such as the Internet, *Encarta*, and *Grolier On-Line*, and is available to each class at least four times a month. The flexible scheduling allows teachers to sign out the lab for their class as needed, and to use it for several days in a row, if needed, to complete quality projects in a timely manner. Individuals or small groups may use the lab as needed when it is available. The media specialist supports teachers by helping them integrate technology into the curriculum, and helps instruct classes as well.

In partnership with the PTA, the media staff arrange author visits. Media staff decorate the media center according to the author's theme, and suggest school-wide activities to coordinate and support the theme. For example, a castle and drawbridge replaced our usual entrance to the library for Matt Faulkner's visit to promote *The Giving Season*, as well as a Buck Wilder wilderness theme to celebrate Tim Smith's visit.

Students have many opportunities to share their research and work. Through the use of technology such as the WLCSD's cable channel and Glengary's own morning announcement network broadcast, students can showcase their work. School performances and publishing books are other ways to demonstrate students' research and work. More often, sharing occurs in the classroom in a variety of ways. Oral or written reports, PowerPoint presentations, book talks, posters, or projects, are just some of the ways knowledge is shared with others. Speaking and listening skills are also discussed and critiqued. On occasion, Glengary student activities have been publicized in local newspapers and District newsletters at least six times in the past two years.

D4. What technology applications are you using? How do they relate to your curricular goals and how do they support teaching and learning? All our software goes through a process before it is adopted: first it is sent to the WLCSD's Curriculum Council, then to that particular curriculum standing committee, and then on to the Technical Department to ensure compatibility with the WLCSD's curriculum performance standards.

Our District has offered many workshops for teachers to learn and improve in their technology applications such as GroupWise, Windows, Excel, and PowerPoint. The media specialist helps teachers feel comfortable enough to take risks in implementing new technology. Along with assisting in the computer lab, he also goes into the classrooms to help with our video presentations. One example of how technology is applied in the classroom to enhance learning involved a video conference with pen pals from another school. All 3rd – 5th grades use PowerPoint to enhance classroom learning. Some examples are: biographies, book reports, and classroom presentations. In addition, a PowerPoint backdrop enhanced the 5th grade Patriotic Program, and was a truly memorable part of the 5th grade graduation.

All Glengary students have ample opportunity to access technology. As referenced in D3, students attend computer lab at least four times a month and more often as warranted by the teachers' lessons. In addition to the research and writing that is done on the computer, students gain keyboard and word processing skills. Reading, writing, and comprehension skills are also enhanced through the use of technology. For example, students use the Internet for research, PowerPoint for presentations, KidPics for computerized illustration of stories, and word processing for editing and revising work. Additionally, 4th grade students are writing book reviews on the computer and publishing these reviews in our weekly newsletter. Every classroom has a TV monitor. Daily morning announcements are shown here, as well as classroom presentations and instructional videos that enrich the curriculum. We have "traveled" on electronic field trips to Colonial Williamsburg or watched the unveiling of Sue the dinosaur at the Field Museum in Chicago. Our entire school filled the gymnasium to participate in Music Around the World, an interactive performance which is a collaboration with the Music Educators' National Conference and PBS. Physical Education uses video technology in its instructional program. Art instruction uses computer applications as well. E-mail has improved communication among our staff, and also between parents and staff. Telephones have been installed in every classroom which offers quick communication with parents regarding academic issues or concerns. Classroom phones also promote telephone conferences with parents who have difficulty getting to school. This tool has helped to ensure students' academic success.

E. Professional Community

E1. What opportunities do teachers and other staff have to build professional community that enhance their collective capacity to work together and support student learning? The NCA-OE accreditation process has afforded us an outstanding opportunity to focus attention on student outcomes through common use of curriculum performance standards. Target goals identified through this process (A1) have been embraced and implemented throughout Glengary. Student outcomes are documented and shared among the staff for curriculum program improvements. Teachers and para-educators have been trained in current teaching techniques through various workshops and staff development models (F4).

Staff development is taken very seriously in the WLCSD. The District employs a full time staff development coordinator and two assistants. This team offers many staff development opportunities, including those on Glasser's Theory, both during and after school. We have multiple certified teachers who share research-based education strategies that they have learned in their continuing education programs. Our District provides financial support for teachers to attend a variety of workshops (E2).

Regular staff meetings are held to address current issues, support teacher efforts, and promote good instructional practices. A professional library and teacher bulletin board are other avenues to enhance and build a professional community at Glengary.

The District requires teachers to attend 18 hours of professional development annually. Teachers attend these sessions before or after school, or on weekends. Teachers attending workshops share and teach fellow staff members the newly acquired skills during our NCA-OE half day workshops and staff meetings. Teachers have focused their attention in a variety of areas (E3). At Glengary, 71% of teachers exceed the required 18 hours of staff development annually.

The principal works closely with staff, parents, students, and the community to create a positive learning environment. The development of excellent communication skills is an asset that enables our students to learn in an optimum environment. Most importantly, the principal fosters the professional and collegial atmosphere that characterizes Glengary's culture. Our school is truly unique because of the principal's inclusive leadership style. Each teacher is empowered to resolve issues as a fully competent educator, and each parent and student is treated not only with respect, but as a full partner in the educational process.

E2. How does a coherent approach to professional development for teachers and other staff ensure their ability to implement effectively the school's curriculum, instructional strategies, and support system? How do organizational arrangements, such as time and teaching assignments, and school norms and culture, make professional development a priority? The WLCSD values the importance of professional development for its teachers. Teachers within the District participate in six, half day NCA-OE staff development sessions. Our NCA-OE process provides six, half-day in-service sessions per year for the Glengary staff. During these sessions, staff work to solve common problems, and develop and implement new learning strategies. The District also offers several staff-development opportunities covering topics that correlate directly to the District's mission. This past year's topic focused on diversity in our schools. Strategies and information shared has given the WLCSD's staff a greater awareness of their roles and responsibilities regarding diversity in our schools.

Glengary shares this same commitment to professional development for its teachers and support staff. Our staff often presents research-based strategies and curriculum to our colleagues at monthly staff meetings. Teachers can choose to implement these strategies in their classroom to impact student learning. Recently, our reading recovery teacher presented guided reading and shared reading strategies for all grade levels. These strategies helped to enhance the school's overall literacy program.

Glengary also encourages teachers of the same grade level to conduct grade level meetings. While this has yet to be implemented school-wide, our Multi-age classroom has been utilizing this practice for two years. These meetings give our teachers the necessary time to analyze, assess, and modify curriculum. In addition, substitute teachers are provided to release teachers to analyze and disaggregate MEAP data. This allows us to determine our students' strengths and weaknesses so that we may re-teach areas of weakness.

Financial support is provided for all Glengary teachers and support staff to advance their professional knowledge and skills. School improvement money is available for consultants to present staff development workshops. The budget is also used to hire substitute teachers to cover teachers who are at workshops, to allow teachers to visit other schools to learn research-based teaching practices, and to purchase instructional materials that are given to teachers who attend the workshop. Nationally known educators, local intermediate school specialists, and fellow District teachers share their knowledge with our staff. These staff development sessions are made available throughout the school year and during the summer. Stipends are offered to teachers who lead these activities. This major commitment of time and resources ensures that our staff has the necessary training to improve the quality of instruction.

Ongoing professional development is important to the teaching staff and to our District. As a result, 68% of our teaching staff have Masters Degrees or higher, 59% are multi-certified, and 43% are pursuing additional education. Furthermore, teachers are involved in professional organizations such as Michigan Reading Association, Association for Supervision and Curriculum Development, and Detroit Orff-Schulwerk Association. These activities inform teachers of developing issues so they can engage themselves in promoting current educational happenings.

E3. How does the school tailor professional development and support to address the differences in career experience or professional responsibility? The WLCSD recognizes the special needs and expectations of teachers at various stages of their careers. As a result, it has recently implemented procedures for helping and supporting our new teachers (teacher with four years or less experience) and our master teachers (five or more years and/or tenured).

Each new teacher is assigned a mentoring team. The team is comprised of master teachers within the building as assigned by the principal. Four meetings are held throughout the year to encourage, support, and guide the new teacher to be successful. A new teacher is considered probationary for four years before receiving tenure status. Evaluation of probationary teachers is judged through seven areas of competency: Basic Planning and Preparation; Classroom Management; Lesson Sequence; Communication; Learning Climate; Classroom Instructional Practice; and Assessment. In addition to the help of mentor meetings and principal evaluations, the WLCSD offers several dinners and get-togethers for our new teachers (B3).

Ongoing professional growth activities are also provided to master teachers. The WLCSD Tenured Professional Development Plan (TPDP) is designed to facilitate ongoing self-evaluation. Teachers focus on strategic goals and have three years to complete the objectives. The teacher and the principal meet to set goals and timelines for completion. This professional development plan builds upon the habits of reflection and growth that thoughtful teachers already have. Students are always at the center of a teacher's work, so the student work must become the center of teacher reflection. It is believed that sharing the findings resulting from the TPDP, will further promote professional growth throughout the school District. This new teacher evaluation process has only been in place for one year, but the response has been quite positive.

Our professional development activities are not limited just to teachers. Counselors, custodians, cafeteria workers, latchkey professionals, administrators, and para-educators all have access to attend workshops and classes in their particular fields and interests. Recent professional development activities

have included: Portfolio Assessment; Literacy Standards; Writing Rubric; Parenting Workshops; REACH; Crisis Intervention; Music; New Reporting System; and Diversity Training.

E4. How does your school use the processes and results of student assessment, staff evaluation, and school review to support professional growth? How has teacher professional development improved teaching and resulted in higher student achievement and success? The WLCSD consistently monitors student achievement through various reporting systems (i.e.: MEAP, CAT, Target Teach, etc.). Our schools are also monitored through community input, District-by-District comparisons, and the Walled Lake Education Association (WLEA). Changes are common in the educational field, and the WLCSD monitors and makes the necessary adjustments to increase both student and teacher success.

Prior to the beginning of the school year, new teachers attend a two-day, district-wide orientation to acquaint them with the District goals, policies, and procedures. New teachers are also assigned a mentor teacher to help guide them in their beginning years of their teaching profession. New teachers are evaluated twice a year. The principal conducts four classroom observations and professional feedback is provided to the teacher (E3).

Master teachers who are selected to be a part of the TPDP (E3) can continue their professional growth and development. At the conclusion of this study, the teacher is required to publish a report that summarizes newly-acquired skills leading to more effective classroom practices and strategies. This report is published for use throughout the District as a training tool among peers. Through collaborative meetings with the building principal and other staff members, teachers in the TPDP process receive feedback to support their area of study.

We have seen new teaching methodologies at Glengary that have resulted from professional development. Teachers are able to learn new methods and concepts through visiting other schools. For example, several staff members made a site visit to learn more about a Multi-age classroom program. This information was used to implement a successful and popular Multi-age program at Glengary (D1).

Professional development opportunities have resulted in higher student achievement and success at Glengary. Our students' test scores in 3rd, 4th, 5th, and 7th grade in reading, writing, math, and science have increased as indicated by CAT and the MEAP tests (A1, H2, Appendix). Also, review of student assessment results was a key factor in implementing the NCA-OE process.

Good teaching practices are recognized at Glengary. Staff members are often praised at monthly meetings. On a more formal basis, Glengary recognizes an "Educator of the Year." This award recognizes outstanding leadership in student education. The recipient is nominated for the WLCSD "Educator of the Year" award. Glengary's 1997-98 "Educator of the Year" recipient was chosen as this year's "Michigan Teacher of the Year".

F. Leadership and Educational Vitality

F1. How does leadership move your school toward its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals? In order to move our school towards its mission, the principal encourages staff empowerment and incorporates William Glasser's philosophy. Staff meetings are modeled after class meetings. Sitting in a circle, we begin each meeting with staff members sharing something positive about another teacher or highlighting something special that has occurred in their classrooms. We continue with open discussion and problem solving regarding agenda issues. This has encouraged risk taking, allowed for a broader range of creative ideas and input, and empowered teachers to utilize their leadership skills as well. This collaborative approach is extended to the community, primarily through the PTA.

The principal has actively supported the NCA-OE plan since its inception through collaboration from teachers, parents, and students. Our NCA-OE co-chairs guided and focused the staff towards our attainment of our three target goals. In addition, each of the target goal committees was led by two to three staff members who served as chairs. Under their strong leadership, the students and staff exceeded the visiting NCA team's expectations (A1, B1).

In addition, the principal provides and supports opportunities for students to experience leadership roles that help build self-esteem and help the students understand the importance of being actively involved in their school. Several examples of these opportunities include: opening and closing yearly ceremonies, daily morning announcements, Student Council, open door policy regarding student questions or concerns, and Peer Mediation/Conflict Resolution. As stated by a Glengary parent, "Dr. Culbert contributes to the welcoming atmosphere with his hospitable attitude and the warmth of his staff and his own outgoing personality. The openness and friendliness of Glengary sets the stage for easy two-way communication, volunteer positions for parents, conferences where input is accepted and utilized, and special projects abound throughout the year requiring family interaction."

At Glengary, our principal involves teachers in leadership by seeking their active involvement in maintaining the vision, goals, and directives of the WLCSD and Glengary itself. As a result of the leadership of our principal, we have implemented the NCA-OE process and received financial support for professional development and school improvements. Hands-on involvement is what our principal is all about. From helping students open their milk cartons in the lunchroom, supporting PTA functions to serving on educational committees within our school, District, and state, our principal can be found modeling behavior, serving as an example, and making a positive impact in countless ways every day.

F2. How does the school engage its internal and external stakeholders in leadership and decision-making? What is the relationship between the principal and stakeholders? All staff members are actively involved in decision-making for our school improvement. Six half days are scheduled by the WLCSD to support this process. *Tuesday Tidbits*, our weekly newsletter, and the PTA promote parent interest in school programs. The PTA has an active board that plans assemblies and activities that support and enhance our curriculum, as well as enrich our warm and caring learning environment. The school's annual report is presented to the community at the second PTA meeting of the year to communicate all aspects of the education provided at Glengary.

Students play a key role in some of the decisions that affect students through the Student Council. Parents also may help to make decisions affecting student learning. Periodic parent surveys administered by the staff, have had an impact on determining our target goals for our school improvement plan.

The principal provides strong support when teachers and parents have sought to initiate new programs such as Multi-age, Looping, and team teaching. Also, as key issues affect the student population, the principal takes a key role in informing all stakeholders. For example, through school-wide written communication and open PTA forums, the principal has worked to inform and encourage passage of several bond issues for the District. The principal also involves select parents to be involved on key committees that involve issues that affect Glengary students such as redistricting, facilities, and curriculum committees.

Our principal is a positive, encouraging leader who has created a climate of trust and support through role modeling, consistent communication, and an open door policy. This open door policy allows students, parents, and teachers to visit in person, phone, or e-mail with suggestions or concerns.

F3. What kind of participatory school improvement process operates at your school? How did your school prepare its Self-Assessment for the Blue Ribbon Schools Program and how did this initiative relate to other school improvement and planning efforts? As described above,

Glengary's NCA-OE process has allowed us to undertake a major participatory school improvement process during the past five years. This has helped us with our self assessment for the Blue Ribbon School Program. Our staff developed a student profile, a parent survey, and established goals for our NCA-OE school improvement plan. Next, we created committees and appointed chair people for these committees. These committees developed assessment tools, established baseline data, and then researched and targeted improvements in the target areas. The target areas consisted of two academic and one affective goal (A1).

Providing a continuous safe and caring learning environment is Glengary's mission. Increasingly responsible students with improved writing and math skills have been our target goals. Glengary has completed a five-year school improvement cycle. An NCA-OE team visited in the spring of 2000 and sent its final report to the Michigan NCA State Committee, recommending Glengary for exemplary status. The review of data has indicated that academic performance and student responsibility are working. Our students have shown significant improvement in all areas (A1).

We use formal standardized tests to assess our students. CAT is given to 3rd graders, MEAP Math and Reading to 4th graders, and MEAP Science, Social Studies, and Writing to 5th graders. These assessment instruments help us review building and District curriculum practices (A1).

We are proud of our hard work and our success, and wanted to continue our momentum. Our principal and two staff members attended the Blue Ribbon informational meeting and the entire staff was inspired by the Blue Ribbon informational video. Information was taken from the NCA document and the annual school report for the Blue Ribbon report. In addition, we used input from staff, parents, and central office administration.

F4. How does your school leadership use the most current information about education to promote continuous improvement in your school? How does such evidence influence decision-making? As a staff that enthusiastically embraces creative ideas, we recognize the importance of current research to develop a curriculum based on sound educational principles. After researching and discussing many different philosophies and ideas, we decided to incorporate William Glasser's "Quality School" philosophy. The "Quality School" promotes self-motivation as well as taking responsibility for one's own actions. It seemed to be a perfect match for what we wanted to accomplish. Glasser's philosophy is current and promotes continuous improvement in our school. Of the Glengary staff for the 2000-2001 school year, 88% have some training in Glasser, by participating in a one day Glasser overview, book discussion of *The Quality School* by Dr. William Glasser and *Inspiring Quality in Your School* by Robert Sullo, a one week intensive training on Glasser, and Choice Theory conferences (D1).

School improvement at Glengary is also data driven. Common metric and context bound assessments, student surveys, and discipline reports help influence decision making (A1, B4, H4, H5). Utilizing this data gives us a curriculum that is uniquely designed for Glengary's students. MEAP scores have risen, indicating that our teaching practices are effective. In the 1999-2000 school year, Glengary students ranked second out of 14 elementary schools at the middle school on 7th grade MEAP tests.

F5. As you reflect on the last five years, what conditions or changes have contributed most to the overall success of your school? The WLCSD is one of the fastest growing Districts in the state. It has positioned itself to provide the very best education available, by pursuing human resources, excellent curricula, and advanced facilities and technology. Glengary is located in the midst of a rapidly changing community; one that is shifting from a rural to a suburban area. Parents are coming to the school with higher expectations and more resources, and we have strived to keep pace.

During the past five years, the WLCSD has been in the process of aligning performance standards with those of the state. Once these standards were in place, curriculum was adopted to help

teachers meet these standards. The addition of the new curriculum in math, science, and social studies challenged our staff to creatively reassess and recreate our curriculum.

Assessments and rubrics help make evaluations less subjective. Our NCA-OE target goals gave us the common language for math problem solving and writing, as did, Glasser vocabulary and terms. With Conflict Resolution/Peer Mediation and Glasser's "Quality School" in place, we have less discipline violations each school year (A1).

The building principal allows staff members to use creative lesson delivery, provided the curriculum and performance standards are met. Indeed, Glengary is well known for being a school with caring and dedicated staff members who continuously strive for educational excellence. Yet, more than all that, a key facet of our school's mission is to provide a warm and caring environment. One parent's comment describes it best, "Thank you to Glengary and its staff for taking such good care of my most precious commodities—my children!" Another parent, describing a parent teacher conference, wrote, "My child was a transfer student. It was the first time I can say this teacher really knows how my child works, what his strengths and weaknesses are, and made recommendations on how the school could help him in 'REACH programs' for math. My son wants to be tutored this summer, not because he has to, but because he likes to learn now."

F6. How has the school integrated technology to improve management and program efficiency and effectiveness? Computer instruction is part of the WLCSD's curriculum. Computers are available in the classroom and in the media center. All teachers have been trained to use this technology, and they are highly motivated to receive ongoing training to assist and compliment teaching and student learning. Our computer generated NRS is presently being implemented by 4th grade teachers (C7).

The WLCSD has implemented BUA's in all curricular areas (A1). As noted in sections A1, these tests have been written by District personnel and outside consultants. Tests are graded through the use of scanners with computer generated assessment results. The results are analyzed by the teacher to enhance their instructional strategies and the delivery of curriculum.

Technology is also integrated into staff and student presentations. Many staff members present curriculum to parents using technology such as overheads and PowerPoint presentations at their annual fall curriculum night. As a result of the principal's leadership, the use of technology among the staff has increased. Ongoing communication via email helps the staff to remain current on issues, meetings, and policies and procedures. Student-led television broadcasts within the school give students and staff first-hand knowledge of news and information about the school and the community (C6, D2). Thanks to public support for the bond issued to finance the WLCSD technology program, our school has cutting edge technology.

F7. What do you consider the major educational challenges your school must face over the next five years, and how do you plan to address them? Glengary will be facing several major educational challenges over the next five years. One is keeping pace with an ever-changing world. A major task will be keeping teachers updated with the current technological advancements, so that we may continue to impact and enhance student learning. The adoption and implementation of Target Teach and the New Reporting System (NRS) are two examples of these advancements. Inservices are being offered by the WLCSD, as well as at the building level, by our highly trained media specialist.

Another challenge that we will continue to address is the issue of multicultural educational awareness by our students and staff. We have a building diversity committee comprised of parents and staff. The diversity committee will assist our staff to develop activities and integrate them into the curriculum so that staff and students will have a greater appreciation and sensitivity toward our diverse world.

The proposal for a voucher system in our state educational system is another challenge for us. If it passes, it will allow a portion of the state funding to transfer to a private learning institution, which may decrease overall funding for public schools. Our first challenge will be to educate the public about the impact of limited financial resources provided to public schools, and to realize the ramifications of such a proposal. Our second challenge will come if the proposal passes in November. We are a modest school, and not accustomed to showcasing ourselves. We will be in the position to compete for limited funds. This will force us to spend valuable time and energy marketing our school; time and energy that could be better spent servicing our children. We plan to meet this challenge by continuing to offer a high quality education that addresses all students' varied needs.

G. School, Family, and Community Partnerships

G1. What are the goals and priorities of your school, family, and community partnerships? How have your school and community both improved as a result of these partnership and how did you measure the improvements? Glengary prides itself on its partnership with parents and the community. In fact, these elements are a key part of the Glengary mission as stated in Part IV. This mission is achieved through a highly competent staff, strong PTA, and supportive businesses and community leaders.

The goals of our partnerships are to: support and enhance curriculum and instruction for all students, involve families in the education process, and work with community businesses and leaders to strengthen our school and its student body. Our priorities are first to initiate diverse and valuable educational programs; second to provide enrichment opportunities for students, their families, and the community; and third to secure funding to benefit the Glengary community.

The partnership between Glengary and its surrounding community has brought a keen awareness of civic responsibility among students, allowed the community to become more involved in our students' education, and has fostered ongoing two-way communication among the community, students, parents, and staff. For example, 100% of staff and over 90% of families were members of the PTA. Partnerships between the staff and PTA are ongoing throughout the year such as clean up days, paint the playground activity, and teacher/staff and volunteer appreciation weeks. A sense of belonging is also shared by the teachers who play an active role in the PTA. Teacher representatives regularly attend monthly PTA meetings to participate in the development of extra-curricular activities, to assist in resolving school issues and concerns raised by the PTA, and to report on specific staff program and supply needs.

A key PTA fund-raiser for our school is Market Day, a popular food-ordering program run by PTA parent volunteers. Monthly sales goals are established and when met books are donated to the media center. Nearly 100 books were donated to the Glengary Media Center in the 1999-2000 school year. The sales are extremely successful, netting the Glengary PTA more than \$6,000 in profits last year alone. Another key fund-raiser is through the Fall Fair. This carnival-type activity is operated by staff and parents and attended by students and their families. The Fall Fair not only secures funds for needed programs and services, but also serves to strengthen the bonds between teachers, parents, students, and the community. This year, 25 local businesses donated items for the Fall Fair. This bond is further enhanced through the back-to-school ice cream social, curriculum night, and parent/teacher conferences.

Community philanthropic programs are another way the Glengary family and community work together. The WLCSD Annual Walk-a-thon, which raised \$57,000 for mini-grants of which \$4,178 came back to Glengary to enhanced instructional programs. Jump Rope For Heart is another program which raised \$11,000 in 2000 for the American Heart Association. These two events demonstrate the spirit of the Glengary family to help our community. Over 200 companies donated items for the school's PTA Silent Auction held during the 1999-2000 school year. Hundreds of Glengary families worked to bring in

donations by canvassing the community as well as regional and statewide businesses. The event raised \$4,000 for the school.

G2. How does your school involve families in their children's education? Glengary works continuously to ensure an active role for parents. The Glengary team works under the guidance of the S3 Process (A1). Parents are also brought into the educational process through regular, ongoing communications from teachers. This includes weekly newsletters, Homelinks Math homework, special "literacy backpack activities", Learning Logs, teacher voice mail and email. Teachers have telephones in their classroom with phone numbers published to the parents. Teachers are available via phone before and after school and have voice mail for the times when they are with the class. The principal and teachers at Glengary live by an "open door policy." Parents are regularly encouraged through the school's weekly newsletter to meet with teachers or administrators on any items of concern or question.

Parents are encouraged to be a regular part of the class with in-class volunteer positions that include room parent, parent chaperones for field trips, computer lab assistants, and classroom mentors. Each spring, parents can be found "playing" on the playground with students and teachers as the school enjoys Field Day. Throughout this day, parents and staff work together to provide games and outdoor activities for all grade levels.

Working families have an equal opportunity to be a part of classroom and school activities. Teachers need at-home volunteers who will work on art project preparations, story typing, and classroom book making. Additionally, PTA meetings are held once a month in the evening, evening conference times are available, and school musical events and art showcases are also held during the evening hours.

As listed in sections F2, key school committees always involve parents. Whether the initiative is major or minor, parents are involved in fact finding, recommendations, and decision making. In fact, our principal even involved parents at high level meetings with the District's superintendent to ensure that all interests were represented as a solution was sought to a middle school redistricting issue.

Glengary is the link for most parents to community-wide education and extra-curricular activities for students and their families. Upon entering the school, students and family will find a large literature rack filled with information about program offerings from Walled Lake Community Education and other community activities.

Glengary has been able to involve an average of 250 volunteers due to teacher recruitment for classroom needs and PTA recruitment for activities at monthly meetings. Classrooms that lack enough volunteers often receive help from parents who volunteer in classrooms where help is abundant. There is a real community feeling at Glengary that begins with the principal and moves through staff to the volunteers and most importantly to the students. To keep volunteers enthused and to express appreciation, our staff host an annual Volunteer Breakfast to honor the parents, family members and friends who have given so enthusiastically of their skills, time, and knowledge.

G3. How does the school support the needs and concerns of families? Meeting the needs of families is a top priority at Glengary. After all, a strong, happy, healthy family is the foundation for learning. The first step in helping families is to identify those in need. This need could be financial, emotional, or health-related. Student, parent and/or staff referral is used to pinpoint the needs. For the 21 students who are from low-income families, Glengary participates in the federally-funded school lunch assistance program.

Additionally, teachers conduct student assessments at the beginning of each year to determine a child's academic and social well being. Areas of concern are flagged and noted to the school's full-time counselor. Glengary's counselor offers individual assistance to families and students on a number of issues such as divorce, death, fear, trauma, abuse, drugs, and organizational skills. In addition to one-on-

one counseling, the counselor also conducts in-class and small group programs for each grade level. A Reading Recovery teacher, social worker, speech therapist, resource room instructor, and six para-educators provide additional academic and social services to Glengary students.

The PTA also provides special assistance to families and their students. This assistance can be in the form of food baskets; payment of extra-curricular fees for activities such as boy scouts or girl scouts; holiday gifts; and/or emergency clothing for families who've lost their homes to fire or flood.

Glengary also emphasizes the role of the parent in the education process by encouraging an open dialogue with the teacher and principal. Two conferences are held throughout the year between the parent and teacher to discuss the student's progress. Glengary boasts a terrific record in conferences attended with 99.5% of all families attending at least one conference in the 1999-2000 school year. This incredible record is only topped by the fact that over the past five years parent attendance at conferences has never dropped below 98%.

Another way the Glengary staff assist parents is by providing education enhancement tools. In particular, Glengary makes available the WLCSD's summer education series that allows parents to continue the school's curriculum throughout the summer.

Unique to Glengary is the fact that the school's kindergarten program is held at nearby Loon Lake elementary. The Glengary student population is too large to accommodate the kindergarten classes. This presents several logistical concerns to families. Glengary has worked hard to alleviate these concerns by offering transportation to and from Loon Lake so kindergarten students can participate in Glengary's Latchkey. This is especially important for working parents who have older siblings at Glengary. School calendars are integrated as much as possible to avoid evening conflicts between the two schools as well as vacation schedules.

In short, Glengary supports the needs and concerns of families because that is who we are...one big family made up of little families watching over, supporting, nurturing, and enjoying one another.

G4. How are educational resources in the school and the community used to extend learning opportunities for students, teachers, and families? Extended learning opportunities can be found throughout Glengary from the 1st -5th grades. Students attend an average of two field trips per year with their classes. The trips are geared toward the age level of the children and usually correspond to a particular area of study that is taking place in the classroom. Examples of such field trips include the: Symphony, Center of Science and Industry (COSI), Walled Lake Outdoor Educational Center, The Detroit Institute of The Arts, The Detroit Historical Museum, The Detroit Zoo, and Northville Theatre. A unique "field trip" in which the entire student body of Glengary participated during the 1999-2000 school year was the Music Around the World Concert (D4). Glengary was the only school in the WLCSD to participate. Another unique field trip that occurred this past school year was via the Internet. A 1st grade class purchased an acre of the Rain Forest through a special program on the Internet. The children visited the site on the Internet and learned about the land they purchased. The school also promotes extracurricular activities such as a World Language program (current enrollment 32) and Destination Imagination (one team, 7 students), a team creative thinking sport for students.

Glengary also hosts educational opportunities involving parents. One such event is Career Day. While this program is referenced in detail section B2, it is important to note that the event will be repeated for 2001 due to the positive responses of parents, students, and teachers.

Families can and do use Glengary for their educational advancement as well. The media center is open to families to check out resources. Teachers are also encouraged to subscribe to magazines that promote professional development and to use the Internet for reference and training. Peer training is another educational tool used at Glengary. The buddy system is very popular in which lower grades are teamed up with higher grades to work on reading and writing. Teachers receive extended learning

opportunities through the WLCSD's staff development department, Intermediate School District program, various local college and universities, as well as the professional development section in the school's media center.

Community groups use classroom space for regular meetings and activities. Our after school hallways are filled with such activities as girl scouts, boy scouts, youth groups, community sports, and parent meetings. In the 1999-00 and 2000-01 school year, more than 400 students have and are using Glengary for extra-curricular activities.

H. Indicators of Success

H1. What is your school's overall approach to assessment? How do your methods align with your educational vision/mission and curriculum? What questions about assessment is your school currently addressing?

Our staff uses a variety of assessment instruments and methods which have been developed through the NCA-OE school improvement process (common metric and context bound assessments), as well as Standardized norm-reference tests (CAT & TCS) and the state of Michigan criteria-reference tests (MEAP) in reading, mathematics, writing, science and social studies to assess academic growth. In addition, the following alternative assessments are used to measure student performance and the mastery of the District's curriculum benchmarks: BUA, OS, DRA, Running Records, MLPP, portfolios, rubric assessments, and Selected Passages (A1,C1). These instruments help teachers provide student learning experiences based on a solid foundation of skills, knowledge, and understanding in all areas of curriculum including: language arts, mathematics, social studies, science, health, physical education, art, vocal and instrumental music, technology, and world language.

Third-fifth grade teachers administer BUA's in all content areas at least once a quarter. The Target Teach software program generates a variety of assessment reports that identify which benchmarks have been mastered and which ones need to be re-taught (A1).

We view assessment as an ongoing process that allows us to evaluate our performance as educators, as well as to measure student achievement. The assessment process enables us to continually improve upon our current methods and to stay in touch with the changing needs of our student population, as well as align with our educational mission of preparing all students to achieve success, respect individual differences, and adapt to an ever-changing world.

Currently our teachers are addressing two core academic areas in writing and mathematics as a result of the NCA-OE process (A1, C2, C4). For future consideration we are also reviewing assessment data and student performance in the content areas of science, social studies, as well as our literacy program (C4 & see MEAP results in Appendix).

H2. How do you use assessment results to understand and improve student and school performance? How are data used to influence decision-making?

Our staff uses context bound and common metric assessment data systematically to assist in the evaluation of all students in order to determine their overall academic growth and development. We also use data from MEAP, CAT, context bound assessments, and Target Teach to assist in evaluating students' overall academic performance. Assessment results facilitate open communication between teachers and principal, and between classroom teachers and their grade levels. This enables us to recognize patterns in learning, identify problems and to implement strategies to improve student learning.

An example of the utilization of assessment results to improve student performance is provided in the school improvement plan for improving students' writing. During the 1995-96 school year only 70% of the 5th grade students received a proficient score on the MEAP Writing section. A Writing Committee was created as part of the NCA-OE process at Glengary to develop strategies to improve students'

written communications skills. The committee has developed the following writing strategies: (1) student-authored work is to be shared in the classroom; (2) the writing process is to be modeled and implemented on a daily basis; (3) Power Writing strategies are to be integrated into writing lessons; (4) three-day MEAP Writing format is to be used frequently; (5) story mapping (character development, setting, sequencing of events) is to be used; (6) student-developed assessment rubrics are to be used; (7) literature is to be used as a model for organization and descriptive language development; and (8) writing samples are to be analytically and holistically scored by two teachers during the first and second semester. As a result of these strategies, 79.2% of the 5th grade students earned a proficient or better score on the MEAP Writing section during the 1997-98 school year. This rise in test scores provides valuable assessment data for teachers to continue their efforts in this area.

Mathematical problem-solving is another curriculum area where we use assessment data to enhance student performance. In 1996, the staff analyzed the 4th grade Math MEAP test and determined that only 64.6% of the 4th grade student population were achieving a successful score on the Math Problem-Solving strand of the test. A Math Problem-Solving Committee utilized the collected assessment data to develop a comprehensive math problem-solving plan to enhance real-life problem-solving skills with students. The committee developed the following strategies: (1) daily use of problem-solving lessons found in the Arithmetic Developed Daily series; (2) daily integration of problem-solving strategies displayed on posters; (3) computer software: Math Problem-Solver and Math Keys; (4) the integration of classroom math activities that emphasized real life math problem-solving strategies; and (5) increased instructional time devoted to math problem-solving modules in math series. The percentage of 4th grade students earning a proficient median score in math problem-solving increased to 68% in 1999-2000 and was 2% higher than the state median scores. This plan has enhanced our students' overall ability to be successful learners in mathematics.

REACH (A1) students are formally identified in the 3rd grade with the CAT and TCS tests. Students must achieve an Normal Curve Equivalents (NCE) score of at least a 98% or above in either Total Battery, Reading, Math and/or achieve score of 130 or above on their TCS test to be identified as a potential REACH student. Students are clustered in their academic areas of strength so the teacher can differentiate the curriculum to challenge them at their highest academic level (A1).

Third grade students who achieve a NCE mean score at or below 40% in any of the following subtests; Total Battery, Reading, Language, and/or Math are formally identified as potential at-risk students. We offer the S3 (A1) process to assist our at-risk student population. The S3 process is a team approach that involves the parents, teachers, counselor, and any other support staff that is deemed necessary. The S3 team works as a collaborative group to develop and implement supportive intervention strategies to help the student achieve academic success.

H3. What assessment data are communicated to students, parents, and community? What are the purposes of these communications? How does school ensure that these stakeholders understand the standards for judgment and the meaning of the data? Our staff communicates assessment results to the community on a regular basis. Test results from the MEAP and CAT are shared annually with the public. These assessment results are shared through our building newsletter as well as our District newsletter. Students and parents receive an individualized interpretation of the assessment results in a letter and table format that is sent home. In addition, the assessment data is also published in our school's annual report that is shared with the community at the second PTA meeting of the year. Assessment data is also included in the NCA-OE Accreditation Final Report and on our school web site. All of this information is presented at PTA meetings, Parent-Teacher conferences and School Board meetings by the building principal and teachers. Our school and District provide copies of these

assessment results to any interested party. Finally, the Michigan Department of Education publishes and maintains a web site that provides this information to the public.

In addition, a New Reporting System (NRS) has been developed by the District that matches the students' BUA's and grading system to the District's curriculum. Our 4th grade and fine arts/physical education teachers are implementing and refining the NRS this year, and additional grade levels are being phased in next year. The NRS includes letter grades and percentage grades for each marking period. In addition, there are three narrative sections: *Concepts and Skills Taught*, *Concepts and Skills Learned*, and *Attitude and Approaches to Learning*. *Concepts and Skills Taught* describes those portions of the curriculum taught during the marking period. *Concepts and Skills Learned* describes what the student learned during the marking period. The teacher states what the student knows and has mastered within the curriculum. *Attitude and Approaches to Learning* describes the student's interests in learning, the student's level of effort, and his/her behavior in class.

The chief purpose of these communications is to provide background information to the public and parents, so that they can interpret the data and use it to determine the academic growth and development of their children. In addition, the assessment data can be used by parents to provide educational assistance to their children at home. As discussed in H2, MEAP Writing results and strategies are shared annually with the community. Teachers provide parents with writing strategies and educational resources to help them assist their children at home.

As outlined in H2, the MEAP and CAT assessments are given to students in the 3rd, 4th, 5th, and 7th grades. The principal sends letters to parents prior to testing, with specific information about each assessment including: (1) the purpose; (2) type of test; (3) testing date; and (4) suggestions as to how the parents can prepare their children for the test. After the assessments have been completed, the school sends test results and the interpretation of the results to parents. In addition, parents may follow up on these communications by discussing scores with the classroom teacher, the principal, or a WLCSD administrator. These test scores also help parents and the community to understand our student population's strengths and weaknesses in the core curriculum.

H4. What standardized norm-reference tests developed on the national, state, or District level has your school given in the last five years? What are the results for the last five years?

Students in the 3rd grade take the California Achievement Test (CAT) in January and are assessed in the following academic areas: mathematics, language arts, and reading. Our 3rd grade students also take the Test of Cognitive Skills (TCS) which provides a measurement of their overall cognitive ability with other students on a standardized test. This test compares the performance of students in the WLCSD with that of students in similar grades on a national scale.

This assessment data is used to help identify exceptionally able students and those students who may require additional support. During the past five years Glengary students have shown significant increases in their NCE scores. In 1999-2000, Glengary students demonstrated 1/3 standard deviation above the national average in their Reading, Mathematics, and Total Battery mean scores (see Appendix).

The 1999-2000 CAT and TCS tests results also seem to suggest that our students are performing better academically than their cognitive ability results would indicate. These results suggest that our school's strong curriculum programs have had a significant impact upon our students' cognitive ability in reading, mathematics and total battery (see Appendix).

H5. What criterion-referenced tests do you use? What are the results for the last five years?

Students in the 4th grade take the MEAP Reading and Mathematics tests and students in the 5th grade take the MEAP Science, Social Studies and Writing tests. In addition, students in the 7th grade at the middle school take the MEAP Reading and Mathematics tests. The MEAP tests are criterion-referenced

tests that are mandated by the state and administered annually by our staff to assess core academic performance skills in each of these content areas.

We are proud that our students compare favorably to students across the state. Over the past five years there has been a significant upward trend in our Reading, Mathematics, Writing, Science, and Social Studies results. During the 1999-00 school year Glengary had 72.9% of 4th grade students who achieved a satisfactory or above score in Reading, as compared to the state-wide average of 58.2%. In Mathematics, 77.6% of our 4th grade students achieved satisfactory or above, while the state-wide average was 62.8%. During the past five years our 5th grade students' Science proficiency scores have increased 18.6%. Glengary had 72.8% of 5th grade students who achieved a proficient or better score in Writing, as compared to the state-wide average of 67.8%. The 5th grade Social Studies test was not introduced and mandated until the 1998-99 school year. However, since it was introduced our students have scored above the state average. Our 5th grade students have increased their Social Studies achievement score by 5% when compared to the previous school year results.

Seventh grade MEAP Reading and Mathematics results of Glengary students tracked in middle school since 1996-1997 indicate continued academic growth in both reading and mathematics. In 1999-2000, 83.1% of the 7th grade students who attended Glengary achieved a proficient score on their MEAP Mathematics test. Glengary 7th grade students' 1999-2000 math results were 20.3% above the state average. Glengary 7th grade students' also demonstrate significant academic growth in reading when you compare their 1999-2000 MEAP Total Reading results to other 7th grade students across the state. In 1999-2000 only 48.4% of 7th grade students in Michigan achieved a proficient MEAP Reading score, whereas 69% of the Glengary 7th grade students achieved a proficient MEAP Reading score, which is 20.6% above the state average (see Appendix).

H6. What alternative assessment of student performance do you use? Our teachers continue to utilize alternative assessment techniques such as teacher observation, portfolios, student-led conferences, rubrics, BUA's, MLPP, running records, DRA, and OS. These assessment results permit teachers to pinpoint specific academic concepts that may require individual students to be re-taught or accelerated.

Students are taught to use their portfolios to reflect on their academic progress, identify strengths and weaknesses, and set goals to achieve success. In addition, many teachers have implemented student-led conferences that provide the students the opportunity to share their progress and goals with their parents.

As stated in H1 and H4, many forms of context bound assessments are used to determine our students' academic progress. As part of the NCA-OE process, Glengary's writing and mathematics problem-solving committees created assessment instruments to measure student growth and improvement in these academic areas. The Writing Scoring Guide rubric was created to assess students' writing skills. Students use the rubric to evaluate their own writing. Teachers find it helpful to use the rubric assessment instrument to analyze students' strengths and weaknesses of writing skills. Teachers report that their evaluation of student writing has become less subjective and better focused on the writing elements of content, organization, style, and mechanics. The graduating class of 2000 (5th grade) was tracked over a three year period. When analyzing their writing rubric scores in 3rd, 4th and 5th grade, the students show a significant percentage growth in their writing skills. Using a four point rubric scale, students earning a level 2.5 were considered *Proficient* and students earning a level 3 or higher (Capable/Mature) were considered at the *Excellent* cut-point. Fifth grade students receiving Capable/Mature rubric scores demonstrated the following percentage increases during a three-year period: 1997 third grade - 45%, 1998 fourth grade - 49%, and 1999 fifth grade - 62% (see Appendix).

During a three year period, the math problem-solving rubric scores showed that at all grade levels of students demonstrated a significant improvement in their ability to utilize problem-solving strategies to

effectively solve math problems. Using a four point rubric scale, students earning a level 3 score were considered *Proficient* and students earning a level 4 score were considered at the *Excellent* cut-point. Students in grades 1-5 demonstrated significant growth in achieving a 3 or better score. Percentage results for grades 1-5 over a three-year period show: 1st grade increased 40%, 2nd grade increased 18%, 3rd grade increased 19%, 4th grade increased 15%, and 5th grade increased 4% (see Appendix).

Target Teach is software program that enables teachers to determine each student's mastery of the District's benchmarks based on BUA's. It provides test items in both multiple choice and constructed response format, which are aligned with the District's core curriculum (H1).

Another significant researched-based assessment instrument that has been implemented by our 1st – 3rd teachers is the MLPP (A1) which contains a wide variety of effective literacy based assessment tools. One hundred percent of 1st grade students were screened using OS, (70% increase from '98-'99) and 100% of 2nd graders were assessed using DRA the past year (50% increase from '98-'99). Not only has the amount of students assessed increased, the frequency of administration has increased. Using these assessment tools has allowed teachers to evaluate students' literacy progress to assure that each student receives a quality learning experience and achieves high standards in literacy.

H7. What are the data for the past five years in the following areas that serve as quantitative indicators of school climate and engagement?

	<u>1999-2000</u>	<u>1998-1999</u>	<u>1997-1998</u>	<u>1996-1997</u>	<u>1995-1996</u>	
Daily student attendance	96%		96%	96%	95%	95%
Daily teacher attendance	96%		97%	97%	97%	97%
Teacher turnover rate	4%	41%	30%	1.0%	4%	

As indicated by the five-year data, we are very proud of our students' and teachers' daily attendance records. The consistently high percentage of daily attendance by our students and staff reflects a positive learning environment and a strong commitment to high standards.

Overall, during a five-year period our teacher turnover rate was relatively small. However, it should be noted that during a two-year period (1997-99) major factors District-wide caused significant teacher movement. Redistricting and increased student enrollment created several new teaching positions. A shift to an off-site kindergarten program and the movement of the 6th grade to middle school caused 5 teachers to relocate. The restructuring of our special education programs and teacher retirements resulted in teacher turnover as well.

H8. Which awards received by your school, staff, or students are most indicative of school success?

- **2000-2001 North Central Accreditation Outcome Endorsement:** This reflects our commitment to teaching the essential skills to our students and embodies our outgoing efforts to provide an enriching learning environment for all students.
- **Michigan Teacher of the Year 2000:** Joan Garretson, teacher of the emotionally impaired, was awarded this distinguished honor. Joan was Glengary's 1997 *Teacher of the Year* during her tenure at Glengary (1991-1998).
- **1999-2000 Governor's Council Exemplary Physical Education Award:** Under the leadership of Kirk Pedersen (Physical Education teacher), Glengary's physical education program was selected to

receive Level 2 individual recognition for meeting the highest standards and criteria of the Governor's Council.

- **1999-2000 “Local Hero” Peacekeeper Award:** Glengary counselor Sarah Flagg was honored as a “Local Hero” in the WLCSD for being a peacekeeper and for promoting nonviolent educational programs in our schools for the benefit of the Walled Lake community.
- **1998-1999 PTA Reflection Award of Excellence:** Two students from Glengary were awarded first place at the PTA Reflection contest at the state level, in the following categories: poetry, music composition and lyrics.

APPENDIX
ASSESSMENT TABLES

Grade 3 Test: California Achievement Test/ Test Cognitive Skills

Edition/Publication Year: Form A, 1992 Publisher: MacMillan/McGraw-Hill

What groups were excluded from the testing, why, and how were they excluded? _____

Number excluded 0 Percent excluded 0

Scores reported as (check one): Scaled Scores _____ NCEs X

YEAR	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	02/00	02/99	02/98	10/96	10/95
Number Tested	84	80	88	82	73
Percent Tested	100%	100%	100%	100%	100%
MEAN SCORES					
Total Battery	58.9	54.6	54.9	54.1	56.1
Total Reading	57.3	54.1	56.0	53.5	54.3
Total Language	55.2	52.4	53.6	52.4	54.9
Total Math	63.4	57.4	55.6	57.0	59.0
Test Cognitive Skills	57.2	53.9	50.5	55.7	55.4
STANDARD DEV.					
Total Battery	22.4	18.0	19.9	18.2	17.7
Total Reading	21.6	18.6	19.6	16.4	15.9
Total Language	21.9	18.7	19.9	17.6	19.0
Total Math	21.6	19.7	21.3	21.6	20.0
Test Cognitive Skills	21.8	19.6	21.1	24.0	22.5

Grade Fifth Test MEAP Writing

Edition/Publication Year 1999 Publisher Michigan Department of Education

What groups were excluded from the testing, why, and how were they excluded? _____

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	01/00	01/99	01/98	01/97	01/96
Number Tested	92	92	74	79	60
Percent Tested	100%	100%	100%	100%	100%
Total Score	72.8%	76.4%	79.2%	71.6%	70.0%
Subgroup % - Male	59.6%	70.7%	67.6%	56.8%	58.1%
Subgroup % - Female	88.1%	80.9%	91.4%	93.3%	82.8%
State Percentage	67.8%	54.8%	64.3%	73.4%	55.6%
District Percentage	75.0%	70.6%	71.4%	80.2%	69.7%

Grade Fourth Test MEAP Math

Edition/Publication Year 1999 Publisher Michigan Department of Education

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	01/00	01/99	01/98	10/96	10/95
Number Tested	85	91	87	75	68
Percent Tested	100%	100%	100%	100%	100%
Total Score	77.6%	81.3%	82.8%	65.3%	66.2%
Subgroup % - Male	78.4%	77.1%	83.3%	69.4%	64.9%
Subgroup % - Female	78.3%	86.0%	84.1%	63.2%	67.7%
State Percentage	62.8%	63.2%	61.4%	51.4%	55.0%
District Percentage	74.3%	71.1%	72.2%	69.1%	74.4%
Standard Deviation	23.7	24.9	25.9	26.8	33.7

Grade Fourth Test MEAP Math Problem – Solving Strand

Edition/Publication Year 1999 Publisher Michigan Department of Education

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	01/00	01/99	01/98	10/96	10/95
Number Tested	86	93	90	77	80
Percent Tested	100%	100%	100%	100%	100%
MEDIAN SCORES					
Glengary Percentage	68.0%	65.0%	65.0%	71.5%	64.6%
State Percentage	66.0%	63.5%	65.7%	65.3%	66.1%
Percentage Difference	+2.0%	+1.5%	-0.7%	+6.2%	-1.5%
# Test Items	15	14	14	13	13

Grade Fourth Test: MEAP Reading

Edition/Publication Year 1999 Publisher Michigan Department of Education

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	01/00	01/99	01/98	10/96	10/95
Number Tested	85	91	87	75	68
Percent Tested	100%	100%	100%	100%	100%
Total Score	72.9%	64.8%	58.6%	46.7%	57.4%
Subtest Score – Story	90.6%	80.2%	75.9%	81.3%	76.5%
Subtest Score - Info	74.1%	68.1%	67.8%	49.3%	60.3%
Subgroup % - Male	62.2%	62.5%	57.1%	38.9%	56.8%
Subgroup % - Female	80.4%	67.4%	61.4%	55.3%	58.1%
State Percentage	58.2%	59.4%	48.8%	40.4%	42.3%
District Percentage	71.9%	70.8%	57.0%	49.1%	53.4%
Standard Deviation	18.5	20.7	21.6	20.2	22.8

Grade Fifth Test: MEAP Science

Edition/Publication Year 1999 Publisher Michigan Department of Education

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	01/00	01/99	01/98	01/97	01/96
Number Tested	92	92	74	79	60
Percent Tested	100%	100%	100%	100%	100%
Total Score	45.7%	41.6%	50.0%	30.7%	27.1%
Subgroup % - Male	46.7%	53.7%	48.6%	24.4%	35.5%
Subgroup % - Female	47.6%	31.9%	51.4%	40.0%	17.9%
State Percentage	43.6%	37.5%	40.4%	36.8%	26.9%
District Percentage	47.7%	35.9%	49.5%	41.8%	28.6%

Grade _____Fifth_____ Test ____Social Studies_____

Edition/Publication Year ____1999_____ Publisher ____Michigan Department of Education_____

What groups were excluded from the testing, why, and how were they excluded? Three special education students were excluded from the Social Studies test as requested by their parents. This was recorded on each student's Individual Education Plan.

Number excluded _____3_(1998-99)_____ Percent excluded _____.3.3%_(1998-99)_____

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	01/00	01/99	*	*	*
Number Tested	90	87	*	*	*
Percent Tested	100%	97.7%	*	*	*
Total Score	22.2%	17.2%	*	*	*
Subgroup % - Male	26.1%	22.5%	*	*	*
Subgroup % - Female	19.5%	13.0%	*	*	*
State Percentage	20.6%	18.7%	*	*	*
District Percentage	25.6%	22.7%	*	*	*

* The MEAP Social Studies test was not introduced until 1998-99, only two years of data is available to report.

Grade Seventh Test MEAP Math

Edition/Publication Year 1999 Publisher Michigan Department of Education

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	01/00	01/99	01/98	10/96	•
Number Tested	59	65	50	53	•
Percent Tested	100%	100%	100%	100%	•
Total Score	83.1	58.5	54.0	77.4	•
State Percentage	62.8	63.2	61.4	51.4	55.0
District Percentage	74.3	71.1	72.2	69.1	74.4

- 1995-96 test data not available

Grade Seventh Test: MEAP Reading

Edition/Publication Year 1999 Publisher Michigan Department of Education

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	01/00	01/99	01/98	10/96	•
Number Tested	58	65	50	53	•
Percent Tested	100%	100%	100%	100%	•
Total Score	69.0	53.8	44.0	66.0	•
Subtest Score – Story	86.2	75.4	70.0	92.5	•
Subtest Score - Info	72.4	56.9	52.0	66.0	•
State Percentage	48.4	53.0	48.8	40.4	42.3
District Percentage	53.1	63.1	57.0	49.1	53.4

- 1995-1996 test data not available

Grade Fifth Test WLCSD Writing Assessment

Edition/Publication Year 1997 Publisher Walled Lake Consolidated School District

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

District Writing Assessment
5th Grade Students' Tracked Over A Three Year Period

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	10/00	10/99	10/98	•	•
Total Score					
At or Above Proficient	62%	49%	45%	•	•
At or Above Excellent	40%	38%	22%	•	•
Number Tested	92	92	74	•	•
Percent Tested	100%	100%	100%	•	•

- WLCSD Writing Assessment test was not administered until the 1997-1998 school year

Grade First Test Glengary Math Problem Solving Rubric

Edition/Publication Year 1997 Publisher Walled Lake Consolidated School District

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	04/00	04/99	04/98	•	•
Total Score					
At or Above Proficient	97%	81%	57%	•	•
At or Above Excellent	70%	55%	23%	•	•
Number Tested	90	105	87	•	•
Percent Tested	100%	100%	100%	•	•

- Glengary's Math Problem Solving Rubric assessment was not administered until the 1997-1998 school year
- Although some grade level results in the area of mathematics are not as dramatic when compared to other grade levels, the final results do indicate an overall improvement during a three-year period. The difference in growth may be the result of the following factors: (1) nine new staff members hired in 1998-99; (2) 89 students (1-5) redistricted to Glengary in 1998-99; (3) the transition of 6th grade students moving to the middle school program in 1998-99; (4) the District's decision to replace Houghton Mifflin series with Everyday mathematical series (1998-2000) and (5) the staff transition to new language arts and math benchmarks introduced in 1997-98.

Grade Second Test Glengary Math Problem Solving Rubric

Edition/Publication Year 1997 Publisher Walled Lake Consolidated School District

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	04/00	04/99	04/98	•	•
Total Score					
At or Above Proficient	68%	76%	50%	•	•
At or Above Excellent	48%	41%	15%	•	•
Number Tested	100	86	79	•	•
Percent Tested	100%	100%	100%	•	•

- Glengary's Math Problem Solving Rubric assessment was not administered until the 1997-1998 school year
- Although some grade level results in the area of mathematics are not as dramatic when compared to other grade levels, the final results do indicate an overall improvement during a three-year period. The difference in growth may be the result of the following factors: (1) nine new staff members hired in 1998-99; (2) 89 students (1-5) redistricted to Glengary in 1998-99; (3) the transition of 6th grade students moving to the middle school program in 1998-99; (4) the District's decision to replace Houghton Mifflin series with Everyday mathematical series (1998-2000) and (5) the staff transition to new language arts and math benchmarks introduced in 1997-98.

Grade Third Test Glengary Math Problem Solving Rubric

Edition/Publication Year 1997 Publisher Walled Lake Consolidated School District

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	04/00	04/99	04/98	•	•
Total Score					
At or Above Proficient	44%	32%	19%	•	•
At or Above Excellent	28%	7%	4%	•	•
Number Tested	83	80	92	•	•
Percent Tested	100%	100%	100%	•	•

- Glengary's Math Problem Solving Rubric assessment was not administered until the 1997-1998 school year
- Although some grade level results in the area of mathematics are not as dramatic when compared to other grade levels, the final results do indicate an overall improvement during a three-year period. The difference in growth may be the result of the following factors: (1) nine new staff members hired in 1998-99; (2) 89 students (1-5) redistricted to Glengary in 1998-99; (3) the transition of 6th grade students moving to the middle school program in 1998-99; (4) the District's decision to replace Houghton Mifflin series with Everyday mathematical series (1998-2000) and (5) the staff transition to new language arts and math benchmarks introduced in 1997-98.

Grade Fourth Test Glengary Math Problem Solving Rubric

Edition/Publication Year 1997 Publisher Walled Lake Consolidated School District

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	04/00	04/99	04/98	•	•
Total Score					
At or Above Proficient	50%	67%	35%	•	•
At or Above Excellent	32%	30%	22%	•	•
Number Tested	85	91	87	•	•
Percent Tested	100%	100%	100%	•	•

- Glengary's Math Problem Solving Rubric assessment was not administered until the 1997-1998 school year
- Although some grade level results in the area of mathematics are not as dramatic when compared to other grade levels, the final results do indicate an overall improvement during a three-year period. The difference in growth may be the result of the following factors: (1) nine new staff members hired in 1998-99; (2) 89 students (1-5) redistricted to Glengary in 1998-99; (3) the transition of 6th grade students moving to the middle school program in 1998-99; (4) the District's decision to replace Houghton Mifflin series with Everyday mathematical series (1998-2000) and (5) the staff transition to new language arts and math benchmarks introduced in 1997-98.

Grade Fifth Test Glengary Math Problem Solving Rubric

Edition/Publication Year 1997 Publisher Walled Lake Consolidated School District

What groups were excluded from the testing, why, and how were they excluded? None

Number excluded 0 Percent excluded 0

Scores reported as percent (%) successful.

Year	1999-2000	1998-1999	1997-1998	1996-1997	1995-1996
Testing Month	04/00	04/99	04/98	•	•
Total Score					
At or Above Proficient	58%	47%	54%	•	•
At or Above Excellent	29%	20%	14%	•	•
Number Tested	94	94	86	•	•
Percent Tested	100%	100%	100%	•	•

- Glengary's Math Problem Solving Rubric assessment was not administered until the 1997-1998 school year
- Although some grade level results in the area of mathematics are not as dramatic when compared to other grade levels, the final results do indicate an overall improvement during a three-year period. The difference in growth may be the result of the following factors: (1) nine new staff members hired in 1998-99; (2) 89 students (1-5) redistricted to Glengary in 1998-99; (3) the transition of 6th grade students moving to the middle school program in 1998-99; (4) the District's decision to replace Houghton Mifflin series with Everyday mathematical series (1998-2000) and (5) the staff transition to new language arts and math benchmarks introduced in 1997-98.

Reading Recovery/Literacy Group Profile

	00-01	00-99	98-99	97-98	96-97
Percentage of Students Tested in First Grade	100%	24%	30%	27%	36%
Number of Students in Reading Recovery	*	12	12	11	10
Percentage of Students successfully Discontinued (At Grade Level)	*	81%	41%	83%	80%
Percentage of Students Who Qualified for Special Services After Reading Recovery	*	19%	50%	17%	20%
Number of Students in Literacy Group	*	6	6	6	6
Percentage of Students at Average of the Class After Literacy Group	*	16%	0% (50% qualified for special services)	66%	66%
Percentage of students at/above Grade Level After Second Grade Literacy Group	*	100%	100%	100%	100%

Sections A1 and C1 describe that Reading Recovery is a short term intervention. If students need additional support at the end of this program, a referral is made for Special Services. Most of these students qualify for additional support when needed as evidenced by the data above. In the year 1998-99, the percentages of students discontinued were significantly lower. This directly correlates with the higher percentage of students needing long term intervention through special services that year.

* The data is not complete until the completion of the academic year, however there was a significant increase in the students assessed this year, so the data was included.

PART VI SPECIAL EMPHASIS AREA

J2. Technology

A. Vision and Planning:

In 1994 the Walled Lake Community passed an \$8,000,000 bond for technology improvements in our schools. As a part of this bond a Wide Area Network (WAN) has been created. This WAN uses fiberoptic technologies to connect all the buildings in our district to each other with Voice, Video, and Data. Every classroom at Glengary has at least two locations where equipment can be attached to the WAN to allow for flexible classroom configurations. Every classroom has at least one computer attached to the WAN. TV/Monitors are mounted in each classroom. One computer in every classroom has a video card that attaches the computer to the TV/Monitor. The TV/Monitors are also attached to the district cable system, which includes two satellite feeds. Classroom VCR's can be used for whole class instruction or the VCR's in Media Center can be used to show videos to several classrooms at the same time. Telephones in the classrooms have provided quick and easy access for the staff to communicate with parents or each other. A video cart can be plugged into any classroom to broadcast to any school in the district.

The Walled Lake School District has plans to have "Digital Video to Desktop." Digital Video to Desktop will allow students and staff to watch educational videos or training videos on the classroom computers. Also, Walled Lake is piloting a laptop program starting in the 5th grade that is getting great feedback. Currently, Glengary is not one of the schools in the pilot program, but students have been well prepared with technology and 63% of Glengary's students joined the laptop program in 6th grade. Because of our success we are being considered in the expansion of the program. The 4th grade teachers at Glengary will be piloting a new report card system for the 2000-2001 school year. Also, in January of 2001 Glengary plans to begin reporting the attendance to the office by using the classroom computers. To help in the piloting of the new report card system and the attendance system a network ready copier has been installed in the office area. In the future teachers will be able to send assignments to the copier, then walk to the copier and pick it up, saving the staff valuable time.

B. Instructional Integration:

The staff of Glengary has been quick to use the new technology. As soon as you walk through the entryway, technology is immediately evident and Glengary. When entering the front door a TV/Monitor welcomes visitors and displays upcoming events. Students and staff use computers for classroom projects. For example, basic word processing programs provide students more opportunities to become more proficient writers by publishing their papers. Or 1st and 2nd grade classes publish stories using programs like KidWorks and Story Book Weaver. 3rd Grade students concentrate on keyboarding skills with Mavis Beacon. To extend on the keyboarding skill one 3rd grade classroom wrote a weekly newsletter to the parents. 4th and 5th grade classes did book reports and had to give a presentation to the class using Power Point. The students used the computers and TV/Monitors to show their presentations. During Curriculum Night several teachers also presented their curriculum using Power Point. The TV/monitors are also used for viewing live interactive satellite broadcasts from Sea World, Colonial Williamsburg, and the Field Museum in Chicago. Several classrooms have participated in these types of broadcasts. When the Field Museum in Chicago unveiled SUE (the largest and most complete T-Rex ever discovered) students from Glengary watched the unveiling ceremonies and E-mailed or phoned questions

to the experts and watched as the Field Experts answered their questions live. Students also watched 7 satellite programs from Colonial Williamsburg. One of the major units in 2nd grade is about Colonial America, and in 5th grade the students are studying the settling of America. With this technology students are able to visualize the subjects they are studying, participate in online caucuses, and phone in questions, while actors answer questions speaking in the dialect of the times. Since the students are interacting with experts they are taking the time to formulate better questions.

The Media Center has a small-simulated TV Studio. Every morning the 5th grade students present the morning announcements live on the TV/monitors. Students are trained to use the light, sound, and video equipment, and the whole production is done by the students. The news crew consists of 7 or 8 students and to get as many students as possible participating the crews change every 3 weeks. These daily broadcasts include playing a lead-in tape with a patriotic song and a recording of "The Pledge of Allegiance," followed by student written news reports. The students use a digital mixer that allows them to fade from camera to camera. On Fridays the news crew picks a picture of a location and they project the picture behind the news reporters to make it look like they are broadcasting from another place. In the last week of the school year the news crew produced the announcements in 3-D. The students digitally mixed three cameras with red and green filters to produce the 3-D effect. The students put a lot of planning into this production. The students researched the history of 3-D and how it was made, and then, two weeks before the broadcasts, they passed out materials and instructions for all the students in the school to make their own 3-D viewing glasses. The news crew asked one of the 3rd grade classes to make extra glasses and invitations for the administrators in the district to watch the shows. During the 3-D broadcasts the students played a game showing 3-D pictures of famous places from around the United States.

The broadcast video cart can also be used in any classroom. One of the 2nd grade classes spent the school year writing to students at another school. At the end of the school year the class used the video cart in their classroom and each student met their reading buddies live by video. One of the first grade classes shared stories they had written about their grandparents using a Sony Video Presentation Stand and an Epson Video Projector. As the students read the stories, the pages were projected to a large screen for everyone to see.

The media center has recently upgraded the circulation software that is used to inventory and circulate materials. The students and staff can now search the media center database on the classroom computer and find out if the materials are available before making a trip to the media center. Also, we subscribe to Grolier's' Online to have an updated encyclopedia accessible at all times.

C. Professional Development:

The staff of Glengary has participated in many opportunities for professional development. Often the staff attends training workshops about technology and how to integrate it into the curriculum. To help staff members find workshop information easily the school district has a web page devoted to staff development. Numerous workshops are given at Glengary before and after school. Workshops to date have included: GroupWise, Search Tools, and Resources for Educators, Classroom Web Page Designs. Also, half-day workshops were given during mid-winter break. One of these, "Drawing Tools," covered how to use common drawing tools and how to integrate them into class work. The Walled Lake Consolidated School District has provided many other similar training opportunities. On Saturday, March 25th, 2000 the Walled Lake Consolidated School District had "Technofest 2000" which offered over twenty different workshops related to integrating technology. Anyone who attended could pick the workshops that interested them. Glengary had several staff members attend. The Oakland Schools Intermediate School District offers technology related workshops and teachers that submit requests to attend can get a substitute to attend.

For the 2000-2001 school year staff members will enjoy similar training opportunities as well as a few more. Our district has signed a contract with "Net-G," a self-guided training program for computer programs. For this school year Net-G will be available on CD-ROM and people can run the program at work, home, or anywhere. In upcoming years it will be available on the World Wide Web.

D. Technical Assistance and Support:

Our district provides an extensive support system to help if problems arise. Many common tasks like installations of CD-ROM software or printer problems are handled by the media center staff. The district also provides a technician to help with major problems like computers not starting or not finding the network. Also, the district has a help desk for staff members to call and seek assistance over the phone.

E. Home and Community Connectivity:

Glengary is actively trying to improve communications and involve parents in their children's educations. Glengary has telephones in every classroom and teachers can turn the ringer on before and after school for parent to call with any questions or concerns. During class time the ringers are turned off and any calls go directly to a voice mail system. Teachers can check voice mails and return calls during prep periods or after school. Additionally, special events held in the school are often videotaped and submitted to air on the district local cable channels. The videos are recorded using two or more video cameras to produce close-ups of the students. Parents can then tape the cable broadcasts and enjoy their performance over and over again.

Glengary also has a web site that has the school calendar with special events highlighted for quick reference. The web site has a page for the PTA to share any special information. A page has been made for teachers to share any special projects they are working on and also any articles that have appeared in local newspapers about Glengary are scanned and posted on the web site.

Student, staff and parents are working together to actively embrace the technological advancements that have been provided by our community. Utilizing and integrating all of our cutting edge technology into the curriculum has helped Glengary students adapt and be prepared for an ever-changing world.